

Scheme of work

Cambridge International AS Level
Global Perspectives
8987

For examination from 2015

Cambridge
International
AS Level

Scheme of work – Cambridge International AS Level Global Perspectives (8987)

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Overview

This scheme of work provides examples of different ways to design courses for Cambridge International AS Level Global Perspectives (syllabus code 8987). Although teachers are encouraged to create their own approaches to teaching and learning, and schemes of work that reflect local circumstances, these units aim to stimulate ideas and provide starting points for further development and adaptation.

Recommended prior knowledge

No specific knowledge is required or expected before beginning this course. However, we recommend that learners are familiar with a broad range of critical-thinking skills and techniques.

Outline

Whole class **(W)**, group work **(G)**, pair work **(P)** and individual activities **(I)** are indicated throughout this scheme of work. The activities in the scheme of work are only suggestions and there are many other useful activities in the materials referred to in the learning resources column.

Opportunities for differentiation are indicated in the teaching notes of each unit; there is the potential for differentiation by resource, grouping, expected level of outcome, and degree of support by teacher, throughout the scheme of work. Length of time allocated to a task is another possible area for differentiation.

Each unit draws upon several of the global topics or issues that are at the centre of the Global Perspectives syllabus. The units within this scheme of work are:

Unit 1: Conflict, dissent and social movements

Unit 2: Digital futures and the internet

Unit 3: Health, genetic engineering and medical ethics

Unit 4: Freedom and control

Unit 5: Climate change and biodiversity

Unit 6: Resources and sustainability

Unit 7: Globalisation

Unit 8: Global inequality and difference

Based on a total time allocation of 180 hours for the Cambridge International AS Level Global Perspectives course, it is recommended that each unit should take about 45 hours, or 25% of the course. It is assumed that the time available per week is approximately 3–4 hours of direct contact time supported by about 2 hours of extension activity. It is therefore envisaged that four units would be sufficient for a complete course.

The units are designed to be used flexibly in any combination or order. They mainly provide examples of different teaching and learning strategies that are related to some overarching themes or issues drawn from the syllabus. Other themes and groups of topics or issues may also be created and used successfully.

Development of skills

The units in this scheme of work describe a range of topics or issues which provide the context for the development of the central skills of the syllabus and which are tested in the scheme of assessment. These are the skills of thinking and reasoning, research, reflection and communication.

In keeping with the spirit of Global Perspectives, the scheme of work promotes the development of skills rather than the learning of a specific body of knowledge. Through the study of a range of global issues learners will encounter activities which encourage them to:

- critically examine different perspectives and points of view on a variety of global issues
- develop thinking and reasoning skills
- enhance skills of research and enquiry
- learn to use and evaluate evidence
- reflect upon their own perspectives and learning
- improve communication skills, especially of argument and evidence.

The units therefore assume that the teacher's main task is to facilitate learning, frequently adopting the role of mentor and coach to support independent learning or group activity. Teachers will guide learners through a process which often involves:

- creating and inspiring interest in an issue or perspective
- defining a question or topic for research
- designing and planning a research strategy
- gathering and selecting arguments, information and evidence
- analysing and evaluating arguments, information and evidence
- drawing conclusions
- reflecting on outcomes and evaluating learning
- communicating and presenting
- taking action.

Over time, as skills develop and confidence grows, learners should encounter learning activities of greater difficulty and complexity. This will provide increasing challenge and progression in the learning of the skills of Cambridge Global Perspectives.

The teacher will need to create progression in skills development within the units and throughout the course as a whole by using increasingly sophisticated and complex material and sources. Whilst there are several examples of specific sources, resources and activities that can be used to support the development of skills, it is the role of the teacher to adapt these or select alternatives that are suitable for the stage of development reached by their learners at the stage of the course that the activities within the unit are encountered.

The targeting of key concepts or the critical thinking and research skills suggested as the focus for an activity might also be varied to suit local circumstances, the stage of the course and the availability of sources and resources.

Design of the units

The global issues and teaching and learning strategies in each unit may be varied and adapted to reflect local circumstances, the needs and interests of learners, and the expertise of teachers. The issues selected and activities suggested are illustrative. Some teachers may wish to reduce the number of issues and explore fewer in greater depth. For example, within the globalisation unit (Unit 7), some exploration of the impact of international transport on the environment may be introduced.

However, the units contain examples of teaching and learning strategies which are central to skills development and the ways in which learners will be assessed. Each unit therefore contains activities which involve:

- an exploration of different perspectives through discussion and debate
- the analysis and evaluation of argument and evidence within different types of source
- practical research to gather primary and secondary evidence relevant to different perspectives on a global issue
- the communication of argument and evidence in a variety of different ways, both orally and in writing, using different forms of communication and media appropriate to different audiences
- the opportunity to make presentations to groups of people
- the opportunity to develop the skills of formal essay writing
- reflection on personal perspectives, learning, values and action through the use of a **reflective learning log**.

The units also include opportunities for learning from and within the community, as well as the use of a wide range of social and mass media, including film and video, which form an increasingly important role in globalised societies.

Differentiation and extension

The scheme of work contains suggestions in the teaching notes of how activities may be adapted or created to meet the needs of individual learners. They are not definitive or exhaustive.

Learning resources

The learning resources column provides examples of websites that might be useful for the research or exploration of issues; details of where to obtain key resources are also included. However the list is only a starting point – teachers and learners are also encouraged to find their own sources of evidence and websites which reflect local needs and interests.

In addition, we advise teachers to review suggested sources, resources and media material before learners use them to ensure that they are suitable for use in their own educational setting and cultural context. Many of the issues explored are controversial and may be personally, politically or culturally sensitive. Nevertheless, the use of cross-cultural material and the juxtaposition of alternative points of view and perspectives; these are necessary parts of Global Perspectives teaching and learning. We encourage a critical awareness of alternative perspectives, an evaluation of argument and evidence, and a questioning of values and assumptions is also essential.

Teacher support

Teacher Support (<http://teachers.cie.org.uk>) is a secure online resource bank and community forum for Cambridge teachers, where you can download specimen and past question papers, mark schemes and other resources. We also offer online and face-to-face training; details of forthcoming training opportunities are posted online.

This scheme of work is available as PDF and an editable version in Microsoft Word format; both are available on Teacher Support at <http://teachers.cie.org.uk>. If you are unable to use Microsoft Word you can download Open Office free of charge from www.openoffice.org

Resources

The up-to-date resource list for this syllabus, including textbooks endorsed by Cambridge, can be found at www.cie.org.uk and Teacher Support.

Websites

This scheme of work includes website links providing direct access to internet resources. Cambridge International Examinations is not responsible for the accuracy or content of information contained in these sites. The inclusion of a link to an external website should not be understood to be an endorsement of that website or the site's owners (or their products/services).

The particular website pages in the learning resources column of this scheme of work were selected when the scheme of work was produced. Other aspects of the sites were not checked and only the particular resources are recommended.

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Unit 1: Conflict, dissent and social movements

Context

Through the context of the global issue of conflict, dissent and social movements the unit is designed to develop four sets of interrelated skills:

- critical thinking
- research
- reflection
- communication.

Learners are encouraged to assess the strengths and weaknesses of different perspectives and make judgements about the relative value of different points of view. In so doing learners are encouraged to develop empathy and respect for alternative points of view. Learners gather secondary evidence from a variety of sources and the internet and have the opportunity to present the outcomes of research in a variety of different ways. Learners assess evidence drawn from the arts and the media, including from drama and, film, as well as systematic research.

Outline

Learners explore the nature and causes of conflict, dissent and social movements through case studies, film and the media. By considering conflict and dissent at different levels, learners consider alternative ways to reconcile differences of opinion and resolve conflict. Learners will be dealing with global issues relevant to the following topics:

- transnational organisations (UN, World Bank, EU, NATO)
- online and interactive communities
- international law
- the religious-secular divide.

Teaching time

Based on a total time allocation of 180 hours for this Cambridge International AS Level course, it is recommended that this unit should take about 45 hours or 25% of the course. It is assumed that the time available per week is approximately 3–4 hours of direct contact time supported by about 2 hours of extension activity.

Learning objectives	Suggested teaching activities	Teaching notes	Learning resources
<p>Analyse and evaluate conclusions, arguments, reasoning or claims</p> <p>Assess the impact of research on personal perspectives</p> <p>Communicate views, information and research effectively and convincingly</p>	<p>What is conflict?</p> <p>1. Paired work and whole group discussion – introduce news articles on a case(s) of contemporary piracy near the east coast of Africa. A range of different forms of presentation may stimulate discussion – newspapers, television and internet websites. Learners analyse the articles to prepare for whole class discussion.</p> <p><i>Key questions for discussion:</i></p> <ul style="list-style-type: none"> • <i>What is meant by piracy in the contemporary world?</i> • <i>How widespread is this type of conflict?</i> • <i>What are the reasons for piracy?</i> • <i>What are the implications of piracy?</i> • <i>How do governments and businesses react to piracy? Why?</i> • <i>How accurate and reliable are news items from different sources?</i> <p>(P)(W)</p> <p>2. Show the film ‘Captain Phillips’ depicting conflict in a piracy situation. Learners take notes while watching the film in preparation for whole class discussion.</p> <p><i>Key questions for discussion:</i></p> <ul style="list-style-type: none"> • <i>What is the main source of conflict in the film? Who is it between?</i> • <i>What other forms and levels of conflict are taking place?</i> • <i>How do these conflicts interrelate?</i> • <i>How and why does conflict often escalate?</i> • <i>What are the main consequences of conflict?</i> • <i>How accurate are film depictions of conflict</i> 	<p>1. In literature and popular culture piracy has been romanticised and is usually seen as a phenomenon of the past. However it still takes place in some parts of the world. It may be helpful to begin the session with some contrasting short examples of accounts of piracy in literature and film, for example <i>Treasure Island</i> by R L Stevenson, or the film ‘Pirates of the Caribbean’.</p> <p>2. Introduce the background to the film and explain that there are some scenes of conflict involving force. As with all media material, teachers should view the film in advance to judge suitability.</p> <p>3. Reflection</p> <p>Learners are expected to develop the skills of reflection during the Global Perspectives course. One way is to keep a reflective learning log. Learners should write entries in their logs at the beginning and the conclusion of a unit, as well as at the end of each sequence of work within a unit.</p> <p>At the start of the unit learners should describe personal perspectives or opinions on the importance of conflict as an issue in the contemporary world.</p> <p>Identify aspects of conflict, dissent and social movements that learners would like to know more about and explore further.</p> <p>(I)</p>	<p>1.1 The east coast of Africa and Somalia are often associated with this type of conflict; however there are cases in other parts of the world. A useful piracy map and other background material is to be found at:</p> <p>www.icc-ccs.org/piracy-reporting-centre/live-piracy-map</p> <p>www.maritimetv.com/Events/PiracyMitigationStrategies.aspx?VID=maritime/130108_MaritimeTV_Piracy.flv</p> <p>http://en.wikipedia.org/wiki/Piracy#Overview</p> <p>www.globalpolicyjournal.com/articles/conflict-and-security/global-fight-against-piracy</p> <p>1.2 There are numerous media articles and video clips on recent incidents of piracy and/or kidnapping available on the internet and YouTube.</p>

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	<p><i>and in general? Why?</i> (W)</p> <p>3. Possible written work – individual learners write two accounts explaining the use of violent conflict shown in the film – one from the point of view of an African involved in the piracy, and one from the point of view of the captain or the owners of the ship.</p> <p>An entry to the reflective learning log to encourage reflection would be of value at the start of the unit. (I)</p>		
<p>Analyse and evaluate conclusions, arguments, reasoning or claims</p> <p>Communicate views, information and research effectively and convincingly</p>	<p>What are the main causes of conflict?</p> <p>1. For group work, the teacher provides several collections or portfolios of media material and other sources (newspaper cuttings, magazine articles, TV documentaries, TV news clips, etc.) on contrasting types of conflicts which are currently taking place in the world. Each group is given material on a specific type of conflict and asked to analyse and interpret the material.</p> <p><i>Key questions for group research:</i></p> <ul style="list-style-type: none"> Which groups of people are in conflict? How did the conflict begin? What are the reasons for the conflict? What form does the conflict take? What are the views of each party in the conflict? How could the conflict be resolved? How accurate are the media versions of the situation? How could they be verified or tested? What is the impact of the conflict on people, local communities, the country, and 	<p>1.1 The aim is to analyse the different types of conflict using media resources. The media collections/portfolios should relate to different types of conflict. The form of conflict may be different, for example from armed to democratic discussion in national assemblies. These may be selected from conflicts over:</p> <ul style="list-style-type: none"> territory or access to natural resources power and authority within a country religious or cultural beliefs and values political ideologies inequalities based on gender, age or sexuality different perspectives on ethical or social issues e.g. environment or animal rights inequalities in the distribution of wealth and poverty terrorism and crime <p>1.2 Teachers will need to choose the conflicts to be studied carefully to avoid issues which may be sensitive to learners' own backgrounds.</p> <p>Examples of conflicts that could be selected are:</p>	<p>1. Collections of media articles and material on 3 or 4 current contrasting conflicts e.g. civil war; an example of terrorism; environmental protest; war between nations.</p> <p>2. General advice – search for Peace Education on Google and there will be many useful sources of materials.</p> <p>See: www.educationforpeace.com Includes resources on peace and conflict education</p> <p>www.teacherswithoutborders.org Free resources</p> <p>www.un.org/cyberschoolbus/peace/frame4.htm Links to many useful sites</p> <p>www.peacedirect.org Community action for peace</p>

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	<p><i>international relations?</i></p> <ul style="list-style-type: none"> • <i>How accurate are the accounts of the conflict situations?</i> <p>(G)</p> <p>2. Each group produces a short presentation outlining the background and main causes of the conflict they have studied. This presentation is given to the class. The sources used for the presentation must be fully cited and referenced in a bibliography.</p> <p>Teacher-led explanation of the reasons for and methods of citation and bibliography is necessary before the exercise.</p> <p>(G)</p> <p>3. Teacher-led whole class discussion. Through class discussion analyse the similarities and differences between the conflicts to produce a summary of the different causes or reasons for conflict. Draw out the different cultural, religious, economic and political influences on the conflict.</p> <p>(W)</p> <p>4. Paired reading and discussion of article(s) on the causes of conflict and war. Compare the outcomes of learners' research with the suggestions in the article(s). Use the articles and discussion to introduce the concepts of cause, correlation and consequence. For example, wars or conflicts are often between different sides labelled with religious groupings. This may lead to the idea that religion causes most conflicts. Deeper analysis often shows that economic or political inequality is the underlying cause and the presence of religious labels is simply correlated. A consequence of conflict is often further conflict.</p> <p><i>Key questions for discussion:</i></p>	<ul style="list-style-type: none"> • civil war in Syria • conflict between Israel and Palestine • trade conflict and sanctions, for example between the USA and China • conflicts in Africa, for example in Somalia • conflict in Afghanistan • Tibet and China • conflict between different ethnic groups in Northern India • conflict over nuclear armament with Iran • environmental conflict over protection of land/deforestation/mining in South America, Arctic or elsewhere • the women's movement. <p>2. The presentation should be no more than five minutes. Learners should be given instruction in how to cite and reference sources as part of the exercise.</p> <p>Differentiation</p> <p>Teachers may produce written guidelines on citation, referencing and bibliography, as well as examples for learners to follow.</p> <p>3. Examine and evaluate the relative importance of different causes of conflict. For example:</p> <ul style="list-style-type: none"> • differences in religious beliefs and/or culture • access to power and control • access to scarce resources • desire for prosperity and wealth • desire for status and prestige • basic human instinct for survival • self defence and security • response to grievance and harm by others • response to inequality and lack of social justice • impact of population growth and migration 	<p>www.irinnews.org/film/ Film clips on conflict</p> <p>http://uk.oneworld.net/guides Guides and articles on global issues, including conflict and peace</p> <p>www.redcross.org.uk/shop Case studies of conflict</p> <p>www.oxfam.org.uk/education/ Resources of conflict</p> <p>www.cafod.org.uk/secondary Case studies of conflict across the world</p> <p>www.newint.org/shop Guides to issues about conflict</p> <p>www.unesco.org/new/en/education/themes/leading-the-international-agenda/efareport/reports/2011-conflict/ Impact of conflict on education</p>

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	<ul style="list-style-type: none"> What is the evidence used within the article? Is the evidence used reliable? What is the difference between correlation and cause? What are the similarities and differences between the learners' conclusions and the article? <p>(P)</p> <p>5. Possible written work – essay title:</p> <p><i>Is the main cause of war and conflict economic inequality?</i></p> <p>The sources used for the essay must be fully cited and referenced in a bibliography. (I)</p>	<ul style="list-style-type: none"> impact of environmental problems <p>4. Teachers may use this exercise to develop understanding of alternative or additional key concepts in critical thinking e.g. analysis and evaluation of the authorship of the source(s) and/or article(s) for 'ability to see' and 'authority'.</p> <p>Differentiation/extension</p> <p>(a) Further individual research into different forms or examples of conflict, historical and contemporary.</p> <p>(b) Building on the previous sequence of lessons, each group could conduct their own internet research to create a summary of the main conflicts of a particular type in the world today and their causes e.g. wars between countries; social movements; civil wars; religious; etc.</p> <p>5. The written work could be used for the Component 2 Essay as preparation or the focus for the individual research.</p>	
<p>Analyse and evaluate conclusions, arguments, reasoning or claims</p> <p>Analyse the evidence for conclusions, arguments, reasoning or claims</p> <p>Communicate views, information and research effectively and</p>	<p>Is conflict part of human nature and inevitable?</p> <p>1. Show several short video clips from TV dramas or 'Soap Operas' depicting an argument between two people or a small group of people. Ask pairs to try and work out the reasons for each argument. Analyse both the stated causes <i>and</i> the underlying human emotions that might be driving the argument e.g. anger; jealousy; pride; competition; fear; desire for status; feeling hurt; revenge; greed; protection of others close to us; loyalty; etc.</p> <p>(P)</p> <p>2. Watch the film, 'The Lord of the Flies', or alternative film or TV drama, which explores the extent to which human nature is violent. Discuss the</p>	<p>1. Use a simple table during the showing to record the apparent causes and human emotions for each scene shown.</p> <p>2. There are several film versions of the book by William Golding, and many alternative film and TV dramas that explore these issues. Alternatively use the extension suggestion below to compare human and animal behaviour.</p> <p>Differentiation/extension</p> <p>(a) Watch a documentary film about animal behaviour that explores human and/or animal aggression and violence. For example, a documentary about the work of Jane Goodall on</p>	<p>1. YouTube or TV recordings collected for the purpose are a good source of material for this type of exercise.</p> <p>2. Psychology text books may be of particular value in providing short extracts about human and animal aggression.</p> <p>3. Some sites with general sources are:</p> <p>www.cnduk.org</p> <p>A wide range of resources on conflict, nuclear arms and peace</p>

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convincingly	<p>extent to which this might be a fair reflection of what would happen in 'real life' and of human nature.</p> <p>3. Whole class discussion around the following questions:</p> <p><i>What are the main causes of the conflict in the film?</i> <i>How far do human emotions cause, amplify or reduce conflict?</i> <i>What are the implications of the claim that conflict is a human characteristic?</i> <i>Is the film a realistic portrayal of human nature? Why?</i> (W)</p> <p>4. Learners read in pairs media or research articles on human nature, aggression and conflict; discuss as a class.</p> <p><i>Key questions for discussion:</i></p> <ul style="list-style-type: none"> <i>What are the main causes of conflict in humans?</i> <i>Is conflict part of human nature? Are humans aggressive by nature?</i> <i>To what extent do people learn to be aggressive?</i> <i>What evidence exists about human behaviour and aggression/conflict?</i> <i>Can we control conflict so that it is used creatively rather than destructively?</i> <p>(P)(W)</p> <p>5. Possible written work – write a dialogue or short play involving two people arguing for and against the view that human beings will always create aggression and conflict. Encourage learners to use reasons and evidence drawn from the material</p>	<p>chimpanzees or David Attenborough on animal behaviour.</p> <p>(b) Examine different religious teachings about human nature, conflict and violence and how peace can be created.</p> <p>3. Discussion of implications of arguments may be challenging for learners – they are being asked to think about, 'What would happen if ...?' These are known as 'What if scenarios'. This involves thinking forward and projecting onto other situations. For example some implications of the view that conflict or aggression is a part of human nature might be:</p> <ul style="list-style-type: none"> we are all violent or capable of violence at times due to 'human aggression' conflict will always happen due to human emotion competition is inevitable violence may be justified or explainable to ensure survival criminals may not always be responsible for their behaviour if we are 'programmed' to be aggressive cooperation is more difficult to achieve than conflict <p>Ask learners to think if these implications are likely or not; is there evidence for them or not?</p> <p>Alternatively, if it is argued that conflict is not part of human nature, then implications might be:</p> <ul style="list-style-type: none"> we have free will and can choose if we deliberately choose conflict and aggression to get what we want it could be seen as deviant and wrong by others and therefore punishable i.e. criminal 	<p>movements</p> <p>http://en.allexperts.com/q/Psychology-2566/2009/7/Violent-Nature.htm Short article summarising some psychological views on human aggression</p> <p>www.pbs.org/wnet/nature/episode/s/jane-goodalls-wild-chimpanzees/our-closest-relatives/1909/ Short article and access to video/TV</p> <p>www.psychologytoday.com/blog/beyond-bullying/201309/animal-rites-what-animal-behavior-teaches-us-about-bullying Animal rights: What animal behaviour teaches us about bullying</p> <p>www.nature.com/scitable/knowledge/library/territoriality-and-aggression-13240908 Territoriality and aggression</p> <p>http://en.wikipedia.org/wiki/Aggression Definition of aggression</p> <p>www.livescience.com/5333-evolution-human-aggression.html The evolution of human aggression</p> <p>www.psychologytoday.com/blog/busting-myths-about-human-aggression</p>

Learning objectives	Suggested teaching activities	Teaching notes	Learning resources
	encountered so far, as well as their own opinion. (I) or (P)	<ul style="list-style-type: none"> it may possible to create a peaceful group or society based on cooperation violence and conflict may be due to learning or bad upbringing, therefore we can also learn to behave cooperatively 	nature/201204/bad-the-bone-are-humans-naturally-aggressive Bad to the bone: Are human naturally aggressive?
Analyse and evaluate conclusions, arguments, reasoning or claims Communicate views, information and research effectively and convincingly Assess the impact of research on personal perspectives	How do beliefs and values affect attitudes to conflict? 1. Teacher introduction – introduce the background to the film ‘Of Gods and Men’ which is based on real events. 2. Show the film depicting a conflict situation within and between two different groups of people, in which beliefs and values play a significant role. 3. Whole class discussion led by the teacher. <i>Key questions for discussion:</i> <ul style="list-style-type: none"> <i>What are the main beliefs or values involved in the situation?</i> <i>To what extent is the conflict caused by differences in religious or political ideology?</i> <i>How does the breakdown of authority, law and order contribute to the likelihood of conflict?</i> <i>How does the Christian community resolve differences of opinion over what action to take in the face of threat?</i> <i>Is violence as a means to achieve a political goal or power ever justified?</i> (W) 4. Possible written work – write a dialogue between two of the monks discussing what action to take in the light of the terrorist threat, justifying	1.1 This French film is set in the monastery of Tibhirine, where nine Trappist monks lived in harmony with the largely Muslim population of Algeria , until seven of them were kidnapped and assassinated in 1996 during the Algerian Civil War . Local Christians and Muslims lived peacefully in the area before subject to external forces. The film focuses on the chain of events surrounding the decline of local government, growth of terrorism, and the monks' confrontation with both the terrorists and the government authorities that led up to their deaths. The film has won many international awards. 1.2 Teachers may select an alternative case study using other resources, depending upon local circumstances. 1.3 The intention is to deepen learners' understanding of the role of beliefs and values, religious and political, in shaping both conflict and cooperation. The film and associated activities has clear links with religion and the topic the religious-secular divide . However the film is very rich in content and provides many opportunities to engage in critical thinking activity.	1. Some information about the background to the film. http://en.wikipedia.org/wiki/Of_Gods_and_Men_%28film%29 Of Gods and Men (film) http://en.wikipedia.org/wiki/Assassination_of_the_monks_of_Tibhirine Assassination of the monks of Tibhirine http://nypost.com/2011/04/22/tale-of-heroic-faith/ Tale of heroic faith www.thetablet.co.uk/article/6824 The tablet

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	<p>staying or leaving the local community; alternatively a dialogue between the leaders of the two groups, monks and terrorists, about the legitimacy of their actions. Highlight the role of different types of beliefs and values in the debate.</p> <p>5. It would also be possible to set an essay exploring the issues around self-sacrifice on behalf of others, for example in war or the suffering of others, i.e. individual vs collective good. Personal reflection could be encouraged.</p>		
<p>Analyse and evaluate conclusions, arguments, reasoning or claims</p> <p>Communicate views, information and research effectively and convincingly</p>	<p>What are the causes and consequences of terrorism?</p> <p>1. Paired analysis of sources related to two case studies of recent examples of terrorism that have been heavily featured in the media. Use a range of media material collected by the teacher. Learners work in pairs to compare the case studies.</p> <p><i>Key questions to explore:</i></p> <ul style="list-style-type: none"> What is the background to the terrorism? Where? What happened? Who? Impact? Response of authorities? What is the reason given by the terrorists for their actions? What is the local authorities, and government reaction to the terrorism? Why? (P) <p>2. Whole class discussion on the reasons for terrorism. Why do some groups use terrorism? Is this justified? Are there alternative or better ways to resolve differences? (W)</p> <p>3. Teacher-led introduction to and discussion of the nature of consequences, implications and degrees of impact. Using sources from environmental protest</p>	<p>1.1 Terrorism is a sensitive subject to study because of the serious impact on individuals and the violent nature of many terrorist acts. However it is a legitimate topic to study as it is a modern form of conflict and protest that is increasingly common, and a major concern for many governments and of security for populations. It has an impact on everyone, for example through aircraft security procedures.</p> <p>1.2 Select two contrasting case studies from different parts of the world that have different backgrounds and causes. For example terrorist activity or events which are related to religious or ideological differences, those due to territorial or political causes or disputes, and those due to social movements like environmental or animal rights. Some 'distance' from the learners own situation or country may help maintain objectivity.</p> <p>1.3 Examples of terrorism that could be used for the case studies are:</p> <ul style="list-style-type: none"> Westfield Shopping Centre in Nairobi, Kenya in 2013 – recent event with access to a lot of material use of chemical weapons on civilians in Syria 	<p>1. Wikipedia and other internet sites provide many examples that could be chosen.</p> <p>3. YouTube has many video clips with examples of environmental protest.</p> <p>Other websites have examples:</p> <p>www.foei.org Friends of the Earth</p> <p>www.theguardian.com/environment/2013/oct/29/josh-fox-anti-fracking-protest-gasland</p> <p>Anti-fracking protests</p> <p>www.politicsresources.net/area/uk/enviro.htm</p> <p>The environmental movement in Britain</p> <p>www.greenpeace.org Greenpeace</p> <p>5. Some useful websites on</p>

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	<p>activities that illustrate the use of direct action to create change, for example Greenpeace protests against drilling in the Arctic Ocean, learners analyse several sources on the theme of direct action in an environmental context to identify and explore consequences, implications and impact.</p> <p>4. Possible written work – essay title:</p> <p><i>Is the use of violence and direct action justified in environmental protest? (I)</i></p> <p>5. Paired research into the consequences of terrorism using the internet. Research in pairs into either:</p> <ul style="list-style-type: none"> the impact of terrorism on military spending – pairs of learners find information on spending worldwide on defence and terrorism and present this simply in graphical form: quantitative data the experience of being a victim of terrorism – pairs of learners find accounts of being the victims of terrorism and summarise the main impacts on people's lives using quotations, individual documents, photographic and other similar material for presentation: qualitative data. <p>The pairs present their findings to the whole class, probably through PowerPoint. (P)</p> <p>6. Whole class discussion led by the teacher to highlight the difference between the types of data and their value as evidence and in research.</p> <p><i>Key questions for discussion:</i></p> <ul style="list-style-type: none"> <i>What does quantitative data tell us about military expenditure? What are the trends and patterns shown?</i> 	<ul style="list-style-type: none"> aircraft hijackings in New York in 2001 eco-terrorist activity, for example of the Earth Liberation Front terrorism in the conflict between Israel and Palestinian political groups <p>3.1. In exploring consequences, implications and impact the theme of environmental action has been chosen as it is potentially less sensitive than political or ideological terrorism.</p> <p>3.2 Learners should understand that consequences vary in terms of degree (how severe), range (how widespread) and level (individual, local, national or international)</p> <p>4. The written work could be used for the Component 2 Essay, as preparation or the focus for the individual research.</p> <p>5.1. In Activity 5 the intention is that learners should understand the difference between quantitative and qualitative data when used as evidence and the nature of trends, patterns and generalisation. Teachers may focus on alternative aspects of critical thinking and research.</p> <p>5.2. Teachers may provide the evidence on the impact of terrorism for the activity to reduce the amount of class time needed.</p> <p>5.3 Presentations could take a variety of different forms. Teachers should ensure learners engage in a variety of different forms of communication and presentation during the course as a whole.</p> <p>Differentiation/extension</p> <p>(a) Teacher provides sources that include different examples of conflicts, with a range of different</p>	<p>terrorism and military spending:</p> <p>http://thinkbynumbers.org/government-spending/anti-terrorism-spending-disproportionate-to-threat/ Anti-terrorism spending</p> <p>http://data.worldbank.org/indicator/MS.MIL.XPND.GD.ZS Military expenditure (% of GDP)</p> <p>Data on military expenditure:</p> <p>www.mapsofworld.com/world-top-ten/world-top-ten-countries-with-largest-defence-budget-map.html Top ten countries with latest defence budget</p> <p>www.globalissues.org/article/75/world-military-spending World military spending</p> <p>www.worldometers.info/military/ Governments spending on military</p> <p>www.bbc.co.uk/newsbeat/24227884 Account of being at the scene of an attack by terrorists</p> <p>News agencies often have accounts that are generally suitable for school use but all should be carefully reviewed before using</p>

Learning objectives	Suggested teaching activities	Teaching notes	Learning resources
	<ul style="list-style-type: none"> <i>What does the qualitative data tell us about the impact of terrorism? What is it like to experience terrorism?</i> <i>What type of data is better at helping us to understand the impact on people's lives?</i> <i>Is terrorism likely to increase? Is spending on terrorism likely to increase? Does this expenditure stop terrorism?</i> <i>Is the amount of military expenditure on terrorism justified?</i> <i>Does terrorism achieve the aims of those using it?</i> <i>What should be done about terrorism?</i> <p>(W)</p> <p>7. Individual learners use the evidence gathered by the pairs and presented to the class to write two contrasting arguments, one justifying military expenditure on terrorism and the other suggesting that it is not justified. (I)</p> <p>8. Learners in pairs assess each other's' arguments and judge which of the two written arguments uses reasoning and evidence most effectively. Key assessment criteria – does the evidence and reasoning fit or support the conclusion, particularly in relation to consequences, implications and impact? (P)</p>	<p>consequences embedded in the material. In a structured exercise learners identify and analyse impacts and consequences.</p> <p>(b) Learners are given an argument with consequences and impacts suggested and assess the probability or likelihood of each consequence and impact actually happening. This could take the form of a risk analysis for an action.</p> <p>(c) Learners are asked to write an argument that uses consequences, implications and impacts as justifications, positive or negative; learners could write two versions of the argument, one with realistic consequences, and then rewrite the argument to create exaggerated scenarios to emphasise a point of view.</p>	
<p>Analyse and evaluate conclusions, arguments, reasoning or claims</p> <p>Communicate views, information and research effectively and</p>	<p>How might conflict be resolved peacefully?</p> <p>1. Teacher introduces a study of peaceful protest through the work of Mahatma Gandhi.</p> <p>Watch clips from the film 'Gandhi' that illustrates the philosophy of non-violent resistance and protest, and the use of the method in action.</p> <p>2. Whole class discussion – teacher-led to ensure</p>	<p>1.1 The film 'Gandhi' is an excellent introduction to the peaceful protest and social movements, as well as peaceful protest as a method of conflict resolution. Prepare learners by giving them information about the background and historical context to the film. If possible support the film and video resources with additional written material available locally.</p> <p>3.1 In activity 3 the following aspects of the source</p>	<p>1. Either the whole film or clips from the film 'Gandhi'. The whole film is available on YouTube.</p> <p>3. Documentary material about the work of the United Nations.</p> <p>UN Simulation</p> <p>www.ehl.icrc.org/</p>

Learning objectives	Suggested teaching activities	Teaching notes	Learning resources
convincingly	<p>understanding of the nature of peaceful protest as a method of resolving conflict.</p> <p><i>Key questions for discussion:</i></p> <ul style="list-style-type: none"> • <i>What was Gandhi trying to achieve? Why?</i> • <i>What is meant by non-violent protest and resistance?</i> • <i>Why did Gandhi use this way of promoting their cause and views?</i> • <i>Was it successful?</i> • <i>Is it better than using violence? Why? Is it effective?</i> • <i>What other methods of resolving conflict might be available?</i> • <i>Is peaceful non-violent protest still applicable today? Are there similarities within the 'Arab Spring' in the Middle East?</i> • <i>To what extent is the use of social media an effective form of peaceful protest?</i> (W) <p>3. Teacher introduces the concepts of validity and reliability of evidence. This should include examples of evidence or research that illustrate the ideas in practice.</p> <p>Paired comparison of film and research articles/sources as evidence. Learners read two short research articles on Gandhi and his impact. They are asked to compare the strengths and weaknesses of the film 'Gandhi' with the research articles as evidence for his impact at the time, and upon methods of political protest. Learners complete a table listing the strengths and weaknesses of each type of source as evidence. (P)</p> <p>4. Pairwork research – explore the role of the United Nations (UN) through a variety of resources, as</p>	<p>should be assessed:</p> <ul style="list-style-type: none"> • form of presentation • language • evidence • methods used to gather evidence • type of data (quantitative/qualitative) • reasoning • validity • reliability <p>Teachers may need to adapt the sources to ensure that different forms of evidence, styles of language and material are used to give learners a range of different aspects to evaluate. For example an article praising Gandhi with emotional and exaggerated language from an advocate of his ideas could be compared with an article using more systematic historical research about his influence in more objective language. The film is directed by Richard Attenborough, who is an admirer of Gandhi but wanted to show his 'human side' as well as his achievements. This shows some balance, even though a film is inevitably the interpretation of one person, the director, to some extent.</p> <p>Scientific research using numerical data usually increases reliability at the expense of validity; research into personal experience and meaning using qualitative data usually increases validity at the expense of reliability.</p> <p>3.2 Teachers may choose to use these resources, or alternatives, to explore other key ideas and skills in critical thinking and research.</p> <p>4. The UN was formed to provide peaceful approaches to conflict resolution involving mediation and negotiation rather than by force and violence.</p>	<p>Useful site on human rights, conflict and the law</p> <p>www.cafod.org.uk/secondary/conflict Resources and case studies on dealing with conflict</p> <p>www.peaceoneday.org Resources on conflict resolution</p> <p>http://catalogue.oxfam.org.uk Making Sense of World Conflict resource pack</p> <p>http://uk.oneworld.net/guides Discussion and other resources on conflict</p> <p>www.ppu.org.uk Resources and news on war and peace issues, including Gandhi, Martin Luther King and non-violence</p> <p>http://progressive.org/mp_pal012208</p> <p>www.livescience.com/2851-gandhi-changed-world.html Articles on the impact of Gandhi</p> <p>www.newint.org/shop Guide to the UN and conflict and peace</p>

Learning objectives	Suggested teaching activities	Teaching notes	Learning resources
	<p>available locally. Use internet research and media sources. Note the outcomes to the research in personal files.</p> <p><i>Key questions for research:</i></p> <ul style="list-style-type: none"> • <i>What is the UN? Why was it created?</i> • <i>How does the UN try to prevent conflicts and war?</i> • <i>How does the UN try to resolve serious conflict and stop wars?</i> • <i>How effective is the UN?</i> • <i>How could it be improved?</i> <p>(P)</p> <p>5. Written work – write a letter to the Director General of the UN about a conflict studied, suggesting ways in which the UN might get involved in order to bring resolution to the issues. Write individually then peer assess in pairs. (I)</p>	<p>Differentiation/extension</p> <p>(a) Produce a critical evaluation of different ways to resolve conflict and war. This might include:</p> <ul style="list-style-type: none"> • political processes – formal and informal • arbitration and conciliation services • legal processes • informal and formal discussion and negotiation • seeking compromise <p>(b) Simulate the work of the UN using role play.</p>	
<p>Analyse the evidence for conclusions, arguments, reasoning or claims</p> <p>Communicate views, information and research effectively and convincingly</p>	<p>How do social movements create change?</p> <p>1. Teacher-led introduction to the concept of social movements to develop understanding of the idea. Refer back to the social and political movement led by Gandhi, and other contemporary ones. (W)</p> <p>2. Internet research in groups – each group is given the task of researching a contemporary social movement, mainly to discover how social movements create change.</p> <p>The purpose of the research is to discover the answers to the following questions:</p> <ul style="list-style-type: none"> • <i>What is the issue that is the focus of the social movement? What is the cause?</i> • <i>What is the aim of the social movement?</i> • <i>How does the social movement try to</i> 	<p>2–4. The task should be quite structured and short. Learners should be given clear instructions about the scope of the exercise and the amount of material to be gathered. Teacher and learners will need to consider how to organise the work of the group. Some guidance may be given, for example on the need to allocate roles and tasks e.g. researchers, recorders, poster creators, and presenters and review progress.</p> <p>3. Encourage some creative design in the making and presentation of the posters. Ensure learners are aware that the posters will be used to support the learning of other learners by sharing outcomes.</p> <p>4. Use the posters/display/wall in a structured way to ensure learners engage with the information and evidence generated by the other groups. For</p>	<p>1. General sources on the nature of social movements</p> <p>http://en.wikipedia.org/wiki/Social_movement</p> <p>https://globalsociology.pbworks.com/w/page/14711254/Social%20Movements</p> <p>What are social movements?</p> <p>www.cliffsnotes.com/sciences/sociology/social-change-and-movements/social-movements</p> <p>Social movements</p> <p>http://cnx.org/content/m42945/latest/?collection=col11407/latest</p>

Learning objectives	Suggested teaching activities	Teaching notes	Learning resources
	<p><i>persuade other people to accept their point of view or the change that is being promoted?</i> (G)</p> <p>3. Pairs of learners create a poster to display their findings on how the social movement takes action to post in the classroom or on a discussion board/wall in an electronic learning platform. (P)</p> <p>4. Learners 'tour' or visit the posters/display/wall to read and note the outcomes of the research of the other groups. (W)</p> <p>5. Whole class discussion led by the teacher. (W)</p> <p><i>Key questions for discussion:</i></p> <ul style="list-style-type: none"> • <i>What are the main characteristics of social movements?</i> • <i>Why do social movements develop?</i> • <i>How do social movements raise awareness and promote change?</i> • <i>How effective are social movements in creating change?</i> <p>6. Possible written work – essay title:</p> <p><i>Are social movements effective in resolving conflict and creating change? (I)</i></p>	<p>example an explanation through a short presentation could be given and the group questioned about the posters in turn by other groups.</p> <p>Differentiation/extension</p> <p>(a) The research and poster creation task can be given to different groups or individuals with differing amounts of structure, scope and length.</p> <p>(b) Extension might involve learners selecting a particular social movement and researching this in more detail.</p> <p>6. The written work could be used for the Component 2 Essay, as preparation or the focus for the individual research.</p>	<p>Levels of social movements</p> <p>www.movements.org/</p> <p>www.britannica.com/EBchecked/topic/551335/social-movement/25282/Progressive-changes-in-leadership-and-membership</p> <p>Progressive changes in leadership and membership</p> <p>2. The range of social movements that might be studied is very wide and there are many websites and sources related to specific movements. Some that could be the focus of research are:</p> <ul style="list-style-type: none"> • women's movement • animal rights • environmental movement • gay rights • fair trade • civil rights • human rights • nuclear disarmament • slow food • arab spring
<p>Analyse and evaluate conclusions, arguments, reasoning or claims</p> <p>Communicate views, information and research</p>	<p>How can conflict be resolved?</p> <p>1. Whole class discussion led by the teacher to consider the following:</p> <p><i>Key questions for discussion:</i></p> <ul style="list-style-type: none"> • <i>What are the main causes of conflict nationally and globally?</i> 	<p>Differentiation/extension</p> <p>Explore the issue of conflict in schools, for example bullying.</p>	<p>www.unicef.org.uk</p> <p>'How Do We Make Peace' resources pack</p> <p>www.unicef.org.uk/tz/resources/resource_item.asp?id=22</p> <p>Addressing conflict issues through discussion and literatur.</p>

Learning objectives	Suggested teaching activities	Teaching notes	Learning resources
effectively and convincingly	<ul style="list-style-type: none"> What attitudes and behaviours help to de-escalate conflict situations? How do attitudes like respect, tolerance, and empathy help to prevent or resolve conflict? What methods can be used between individuals and groups to resolve conflict – formal and informal? Can these be used and applied globally? (W) <p>2. Give learners in pairs four or five written conflict scenarios created by the teacher or from newspaper cuttings or TV news-clips illustrating conflicts. The scenarios should reflect different types of conflict at different levels of society and internationally. The pairs have to analyse the situation and suggest a resolution process and possible solution to the conflict. The reasons for the selection of the process and possible solution should be clearly identified and recorded using a table.</p> <p>In pairs, learners share or assess another pair's ideas for conflict resolution for each scenario.</p> <p><i>Key questions for discussion:</i></p> <ul style="list-style-type: none"> What methods were used for different conflicts? How did you decide which method(s) was appropriate? What would you do if the first method didn't work? What else could you try? What are the similarities and differences between conflict and its resolution at different levels? (P) <p>3. Possible written work – select two of the scenarios discussed above; learners should</p>		<p>www.oasisofpeaceuk.org Resources on mediation and conflict resolution</p> <p>www.globaleducation.edu.au Range of resources and case studies</p> <p>www.innovativeteambuilding.co.uk/pages/articles/conflicts.htm Article on resolving conflict in the workplace</p> <p>www.mindtools.com/pages/article/newLDR_81.htm Article on resolving conflict in the workplace</p> <p>www.acas.org.uk/CHttpHandler.ashx?id=653&p=0 Detailed account of workplace conflict resolution</p> <p>www.learningpeace.com/index.html Conflict resolution strategies in relationships</p> <p>http://helpguide.org/mental/eq8_conflict_resolution.htm Conflict resolution strategies in relationships</p>

Learning objectives	Suggested teaching activities	Teaching notes	Learning resources
	describe and explain how they would try to resolve the conflict – people and strategies. Assume the conflict is difficult to resolve and will need more than one method or attempt. (I)		
Assess the impact of research on personal perspectives	Reflection 1. Learners are asked to make an entry into their reflective learning logs summarising: <ol style="list-style-type: none"> what they have learnt about conflict, dissent and social movements how the research has changed or reinforced their views about conflict and its resolution how they would respond personally to the challenges of conflict at a personal, local and international level. (I) 		

Scheme of work – Cambridge International AS Level Global Perspectives (8987)

Unit 2: Digital futures and the internet

Context

Through the context of the global issue of digital futures and the internet the unit is designed to develop four sets of interrelated skills:

- critical thinking
- research
- reflection
- communication.

Learners explore and assess competing visions of the future of digital technology and the internet and their impact on global cultures and different societies. Learners are encouraged to use and evaluate scientific research and statistical evidence. Learners gather secondary evidence from the internet and a variety of other sources. The outcomes of research are presented in a variety of different ways.

Outline

Learners explore future trends in the development of digital technology. Learners also consider the potential benefits and dangers of the growth of the internet, social networking and digital technologies for different social groups and different sectors of society, as well as globally. Learners are encouraged to reflect on their own perspectives and approach to digital technologies. Learners will be dealing with global issues relevant to the following topics:

- technology and lifestyles
- impact of the internet
- online and interactive communities
- the emergence of a global superpower
- endangered cultures.

Teaching time

Based on a total time allocation of 180 hours for this Cambridge International AS Level course, it is recommended that this unit should take about 45 hours or 25% of the course. It is assumed that the time available per week is approximately 3–4 hours of direct contact time supported by about 2 hours of extension activity.

Learning objectives	Suggested teaching activities	Teaching notes	Learning resources
<p>Analyse and evaluate conclusions, arguments, reasoning or claims</p> <p>Analyse the evidence for conclusions, arguments, reasoning or claims</p> <p>Assess the impact of research on personal perspectives</p> <p>Communicate views, information and research effectively and convincingly</p>	<p>Why are digital technologies like the internet growing so rapidly?</p> <p>1. Teacher-led introduction – whole class discussion of learners' general knowledge and experience of using the internet.</p> <p>2. Individually learners do a short written survey of:</p> <ul style="list-style-type: none"> (a) how many times they use the internet each day (b) where they use the internet and how it is accessed (computer; mobile; TV; etc) (c) what the internet is used for (d) how much time they spend on the internet per day, week and year. <p>(I)</p> <p>3. Teacher-led whole class discussion of the results of the survey.</p> <p><i>Key questions for discussion:</i></p> <ul style="list-style-type: none"> • What are the main uses of the internet? • Are learners using the internet more? • Is internet usage likely to grow? • What are the main benefits of the internet? • Why is internet usage growing so fast? • Are the results typical of the wider population? <p>(W)</p>	<p>1. The teacher should create a short questionnaire for the class to complete and analyse in groups. Results should be summarised on the whiteboard or flipchart. Discuss the results and highlight rapid growth in the use by many people and groups, even if there is no access at home for some people. This is intended to be a short, stimulating 'starter' activity.</p> <p>4.1 The aim of the exercise is to develop learners' ability to identify and describe simple patterns and trends, understand the difference between correlation and cause, and to suggest alternative explanations for evidence. In addition learners are being asked to summarise and present complex information in a clear and structured way.</p> <p>4.2 Teachers will need to find and present sources containing statistical information and tables, with some commentary, about the internet covering topics like:</p> <ul style="list-style-type: none"> • worldwide usage and growth • comparisons of different countries • different forms of access • access by different social groups – age, gender, wealth/class, culture, level of country development <p>4.3 The sources should be in different forms of presentation and there should be more information than is needed to write a short summary or précis in</p>	<p>2. Sources of statistics on internet growth:</p> <p>www.internetworldstats.com/emarketing.htm Internet growth statistics</p> <p>http://news.bbc.co.uk/1/hi/technology/8562801.stm SuperPower: visualising the internet</p> <p>www.internetworldstats.com/stats.htm Internet users in the world</p> <p>http://motherboard.vice.com/blog/the-next-five-years-of-explosive-internet-growth-in-seven-graphs The next five years of explosive internet growth</p> <p>http://en.wikipedia.org/wiki/Mobile_Internet_growth Mobile internet growth</p> <p>www.eweek.com/networking/cisco-global-internet-traffic-will-triple-by-2017/ Cisco: global internet traffic will triple by 2017</p>

Learning objectives	Suggested teaching activities	Teaching notes	Learning resources
	<p>4. Paired analysis of sources and statistical data about the growth of the internet. Learners use the information to summarise worldwide trends in internet usage. Learners should summarise the information individually in a structured way using graphs and diagrams and explain these. (P)(I)</p> <p>5. Teacher-led whole class discussion of the findings of the analysis of sources and statistical data.</p> <p><i>Key questions for discussion:</i></p> <ul style="list-style-type: none"> • What are the main trends in internet usage? • Which groups of people get the most and least usage? Why? • What are the reasons for the accelerating growth of internet usage? <p>(W)</p> <p>6. The teacher introduces five or six new statistical tables showing similar patterns of growth or inverse relationships. Some should clearly relate to internet growth which could reasonably be linked to or cause internet growth. Others should not be linked to internet growth at all. Through discussion of common trends which are linked and not linked, introduce and explain the concepts of correlation and cause. From general knowledge and previous learning discuss alternative explanations for the growth of the internet and the trends which are correlated but not causal. (W)</p> <p>7. Teacher-led whole class discussion of the quality</p>	<p>essay form.</p> <p>4.4 The statistics should also be taken from different interest groups – government statistics, businesses that use the internet, United Nations, pressure groups promoting access, groups campaigning against or who are critical of internet usage growth e.g. some medical authorities or people worried about the impact of violent internet gaming.</p> <p>4.5 The summary and presentation of the material may take different forms and should be guided by the teacher.</p> <p>4.6 Learners may use the outcomes for peer assessment to reinforce learning and provide mutual support.</p> <p>6 For the exercise looking at cause and correlation teachers should use some amusing correlations to make the exercise stimulating, as well as correlations that have some link and those which are an obvious cause of growth in internet usage. This will also help in reinforcing the importance of looking for alternative explanations for evidence when evaluating a source. Some causes/correlations that could be used are:</p> <ul style="list-style-type: none"> • mobile telephone usage • price of broadband access • aging populations worldwide • growth in carbon and methane emissions • rise in obesity in the developed world • rise in the number of cows worldwide • internet regulations and rise of global 	<p>www.google.co.uk/search?q=growth+of+internet+traffic&client Growth of internet charts</p> <p>Other useful sites for statistical material on this unit and others include: http://unstats.un.org/unsd/databases.htm</p> <p>www.itu.int/en/ITU-D/Pages/About.aspx</p> <p>www.economist.com/theworldin/2013</p> <p>www.gapminder.org/</p> <p>http://econ.worldbank.org/WBSITE/EXTERNAL/EXTDEC/0,,menuPK:476823~pagePK:64165236~piPK:64165141~theSitePK:469372,00.html</p>

Learning objectives	Suggested teaching activities	Teaching notes	Learning resources
	<p>and the strengths and weaknesses of statistical information and secondary sources as evidence. Create a table showing the strengths and weakness of this type of information. Explain the difference between primary and secondary evidence. (W)</p> <p>8. Reflection Learners identify aspects of digital technology and the future that they would like to know more about and explore further. Learners also make an entry in their reflective learning logs about the quality of secondary sources and statistics as evidence, the nature of trends and patterns, cause and correlation. (I)</p>	<p>superpowers</p> <ul style="list-style-type: none"> internet usage and economic growth by country <p>7.1 In discussion of the quality of the evidence learners should consider issues like the date of publication, purpose of the original research or collection, relevance, sample sizes, methods of collection, bias in selection and presentation, vested interest, missing data, second hand evidence, etc.</p> <p>Differentiation/extension</p> <p>(a) Learners conduct a short survey of internet usage by parents and grandparents. Comparison of age and generational differences can be discussed. Gender differences could also be researched.</p> <p>(b) Comparison of internet usage in developing and developed countries could be undertaken.</p>	
<p>Analyse the evidence for conclusions, arguments, reasoning or claims</p> <p>Assess the impact of research on personal perspectives</p> <p>Communicate views, information</p>	<p>What is the future of digital technology?</p> <p>1. Teacher-led introduction – explanation of the nature of digital technology in order to pose the question, ‘How are digital technologies likely to develop in the future?’ (W)</p> <p>2. Internet research in pairs – each pair is given the task of researching trends in the development of digital technology in order to make predictions about the development of the technology and possible</p>	<p>1. Teachers may use sources or a TV or video documentary highlighting the nature of and trends in digital technology to introduce the activity.</p> <p>2. Learners need to be made aware that the outcomes of the research will be used for an imaginative creative-writing exercise.</p> <p>3. The creative writing could take a variety of different forms, possibly including:</p> <ul style="list-style-type: none"> a short story 	<p>1. YouTube has many alternative documentaries to consider.</p> <p>2. Websites exploring digital futures include:</p> <p>http://ec.europa.eu/digital-agenda/en/digital-futures</p> <p>www.digitaltrends.com/cool-tech/</p> <p>www.wcu.edu/ceap/houghton/rea</p>

Learning objectives	Suggested teaching activities	Teaching notes	Learning resources
and research effectively and convincingly	<p>uses. Information should be gathered, selected and stored to inform a written exercise. (P)</p> <p>3. Possible written work – learners are asked to do a piece of imaginative creative writing in the genre of science fiction depicting possible futures in the light of developments in digital technology. The writing could take different forms. (I)</p>	<ul style="list-style-type: none"> • ‘a day in the life of ...’ for someone in the future • a twitter feed describing daily activities in the future • a blog <p>3.2 This activity could be introduced using a series of short video clips illustrating science fiction images of the future, or short excerpts from science fiction literature.</p> <p>Differentiation/extension</p> <p>(a) The degree of structure for the research may be varied for different groups depending on their degree of confidence in using the internet. For some groups the task could be focused only on defined websites as directed by the teacher. The time available will also influence the scope of the research. Learners should be given clear written instructions on the task.</p> <p>(b) The creative written exercise could be supplemented with additional creative dimensions, possibly including visual or diagrammatic representations using the arts.</p>	dings/technology_trends.html
<p>Analyse and evaluate conclusions, arguments, reasoning or claims</p> <p>Analyse the</p>	<p>How is the internet affecting our lives?</p> <p>1. Show the film, ‘The Social Network’, which tells the story of the founding of ‘Facebook’, the social networking site. (W)</p> <p>2. Teacher-led whole class discussion of the</p>	<p>1. Learners take brief notes the film to focus them on key issues and help support their contribution to subsequent discussion. This can be in response to teacher-directed questions about the film or general.</p> <p>3.1 The source is deliberately quite long and contains a lot of different ideas and evidence. This is</p>	<p>1. The ‘Social Network’ – a 2010 American drama film directed by David Fincher and written by Aaron Sorkin. Adapted from Ben Mezrich's 2009 book. Available widely for purchase and</p>

Learning objectives	Suggested teaching activities	Teaching notes	Learning resources
<p>evidence for conclusions, arguments, reasoning or claims</p> <p>Assess the impact of research on personal perspectives</p> <p>Communicate views, information and research effectively and convincingly</p>	<p>following questions:</p> <ul style="list-style-type: none"> <i>How has the internet made social networking sites like Facebook possible?</i> <i>Why has Facebook grown so quickly?</i> <i>What are the main benefits and attractions of Facebook and social networking?</i> <i>What are the main dangers of Facebook and social networking?</i> <i>Facebook is a successful business. Should this affect our attitude to the site?</i> <i>How useful and reliable are films as evidence?</i> <p>3. Analysis of a newspaper source, discussing the impact of social networking on teenagers. In pairs learners read the newspaper article, 'My 250 Texts a Day' and use different coloured highlighters to analyse the content and argument of the source. (I)</p> <p>4. Two pairs share their analysis of the source and then discuss as a group of four their response to the following structured exercise in writing:</p> <ul style="list-style-type: none"> <i>What are the potential dangers for teenagers of social networking highlighted in the article?</i> <i>What is the evidence presented for the point of view that social networking is bad for teenagers?</i> <i>What are the potential benefits for teenagers of social networking highlighted in the article?</i> <i>What is the evidence presented for the point of view that social networking is good for teenagers?</i> 	<p>an opportunity for learners to practise the analysis and evaluation of sources using some of the concepts encountered in the course with more complex material.</p> <p>3.2 The source suggests that social networking is good for teenagers. The exercise is designed to help learners analyse and evaluate the argument in the source. Learners should analyse the source as follows:</p> <ul style="list-style-type: none"> reasons and arguments that social networking is bad for teenagers evidence used to support the idea that social networking is bad for teenagers reasons and arguments that social networking is good for teenagers evidence used to support the idea that social networking is good for teenagers. <p>4. The exercise is designed to encourage the sharing of learning and verbal discussion of the outcomes of the analysis.</p>	<p>downloading.</p> <p>3. The source for the article on teenagers and social networking is: www.theguardian.com/lifeandstyle/2013/oct/05/teens-social-networking-good-for-them</p> <p>4. There are many internet sites and sources on the impact of the internet. Teachers should research sites to make recommendations to learners to support their research.</p> <p>Some starting points for the internet and social networking:</p> <p>http://socialnetworking.procon.org/</p> <p>http://support.pandasecurity.com/blog/social-media/hard-facts-about-social-media-and-its-emotional-impact/</p> <p>www.pacific.edu/Campus-Life/Safety-and-Conduct/Safety-and-Security/Online-Social-Networking-Dangers-and-Benefits-.html</p> <p>http://computer.howstuffworks.com/internet/social-</p>

Learning objectives	Suggested teaching activities	Teaching notes	Learning resources
	<ul style="list-style-type: none"> <i>Is the article balanced? Give reasons for your opinion.</i> <i>What is the conclusion of the author?</i> <i>Is this conclusion credible?</i> <i>Do the arguments, evidence and conclusions apply to children, adults and the elderly in the same way? Give reasons for your opinion.</i> <i>What are the strengths and weaknesses of newspaper articles as sources of evidence? (P)(G)</i> <p>5. Individually learners produce written answers to the questions above describing their own point of view about the source and its potential relevance to other social groups. (I)</p>		networking/information/social-networking-sites-addictive1.htm
<p>Analyse and evaluate conclusions, arguments, reasoning or claims</p> <p>Analyse the evidence for conclusions, arguments, reasoning or claims</p> <p>Assess the impact of research on personal</p>	<p>Who controls the internet?</p> <p>1. Whole class introduction by teacher – depending on the level of familiarity of learners with debating, the teacher introduces the concept of a formal debate and illustrates the process, perhaps through YouTube examples and by giving learners a copy of the basic rules of debate. Encourage understanding of the reasons for rules in debate and the importance of listening and understanding the arguments from another perspective before reaching decisions and judgements. (W)</p> <p>2. The teacher organises the class for a formal debate in which two sides argue for and against a</p>	<p>1. The exact rules can be varied to suit the preferred model of the teacher and the needs of the class. It is important to ensure that all learners have a significant role so that they remain engaged in the process. All of the learners should have a stake in the outcome and be required to use the debate to inform a piece of work.</p> <p>2.1 The motion to be debated may be varied according to local need.</p> <p>2.2 Researchers and speech writers will need to be given guidance about how much material is required and how long to take in preparation. The speeches should not be too complicated and focus on key</p>	<p>1. A variety of different models for organising debates can be found on websites for teachers and debating in general. For example, at the following websites:</p> <p>www.edu.gov.mb.ca/k12/cur/socs/tud/frame_found_sr2/tns/tn-13.pdf</p> <p>www.educationworld.com/a_lesson/lesson/lesson304.shtml</p> <p>www.actdu.org.au/archives/actein_site/basicskills.html</p>

Learning objectives	Suggested teaching activities	Teaching notes	Learning resources
<p>perspectives</p> <p>Communicate views, information and research effectively and convincingly</p>	<p>proposition. The class is divided into two groups, one to research and prepare speeches for and the other to research and prepare speeches against the motion.</p> <p>The motion for debate could be:</p> <p><i>This house believes that regulation and control of the internet is essential in a free society.</i></p> <p>Or</p> <p><i>This house believes that deregulation of the internet is essential for economic growth.</i></p> <p>(G)</p> <p>3. To prepare for the debate each group of learners needs to research various aspects of the arguments for and against regulation.</p> <p>4. Each side should be given the opportunity to rehearse the speeches in front of their teams to be given feedback on the effectiveness of the arguments and the use of reasoning and evidence. This also gives the opportunity for questions for the opposition to be devised. (G)</p> <p>5. The debate is held and a vote taken. The main outcome is noted. (W)</p> <p>6. Teacher-led discussion of the outcomes to review the reasons for success and failure. Use the key terms and concepts of the Global Perspectives</p>	<p>issues with some supporting evidence. Teachers may provide guidelines for writing effective speeches as well.</p> <p>2.3 Each group should be organised into a variety of roles for the debate and for research prior to the writing of the speeches. There should be two or three formal speeches for each side. Those not speaking formally should be instructed to prepare and ask questions, note the main arguments of each side and eventually vote.</p> <p>3.1 There are many dimensions and potential issues to explore. These might relate to:</p> <ul style="list-style-type: none"> • freedom of speech • freedom to post any content • access to data about individual internet usage e.g. by Google • protection of the community from crime and terrorism • copyright issues • copying of music and piracy of film and video • government control of information • child protection • censorship • surveillance and monitoring of emails and messaging services • protection of business interests • promotion of shared knowledge for the common good rather than protection of knowledge by copyright and patents for commercial purposes 	<p>www.proquestk12.com/productinfo/pdfs/MiniDebate_Teachers.pdf</p> <p>3. Some websites exploring issues relating to the control of the internet are:</p> <p>www.debate.org/opinions/does-the-internet-need-censorship</p> <p>http://idebate.org/debatabase/debates/science-technology/house-would-censor-internet</p> <p>http://rt.com/op-edge/internet-surveillance-privacy-right-475/</p> <p>www.computerworld.com/s/article/9242125/Most_Internet_users_take_steps_to_avoid_surveillance?pageNumber=1</p> <p>www.usnews.com/opinion/blogs/world-report/2013/09/18/internet-surveillance-is-a-necessary-part-of-national-security</p>

Learning objectives	Suggested teaching activities	Teaching notes	Learning resources
	<p>course to inform the discussion about the effectiveness of the arguments in order to reinforce learning. (W)</p> <p>7. Possible written work – essay title:</p> <p><i>The internet should be a free, online community without regulation. Assess the arguments for and against this point of view. (I)</i></p>	<ul style="list-style-type: none"> • impact of bullying and ‘trolls’. <p>Differentiation/extension</p> <p>(a) The teacher may wish to give a more structured framework for the speech writing and research to some learners.</p> <p>(b) The speeches could be video-taped for analysis and evaluation; or edited highlights could be shown later as part of a review activity. This would give opportunity for peer assessment.</p> <p>(c) The learners select one of the issues relating to control and regulation of the internet and explore/research this in greater detail.</p>	
<p>Analyse and evaluate conclusions, arguments, reasoning or claims</p> <p>Analyse the evidence for conclusions, arguments, reasoning or claims</p> <p>Assess the impact of research on personal perspectives</p> <p>Communicate</p>	<p>What will be the impact of digital technology on the future?</p> <p>1. Teacher-led introduction to the issue of the impact of digital technologies on the future and the issue of the ‘digital divide’. The teacher uses sources and a presentation to illustrate the issue and stimulate discussion.</p> <p><i>Key questions for discussion:</i></p> <ul style="list-style-type: none"> • Does everyone get access to the internet and digital technology? Within and between countries? • What is the cause of the digital divide? • What is the potential impact of the digital divide? 	<p>1. This activity gives the teacher an opportunity to model and reinforce the main elements of successful presentations.</p> <p>2.1 Teachers will need to ensure access to the internet and opportunities for learners to store sources and information, preferably electronically.</p> <p>2.2 Teachers should ensure that all of the sectors of society are researched by at least one pair or group of learners. Education is omitted as it is due to be explored later in the unit.</p> <p>2.3 Teachers should ensure that learners understand that reasons and evidence may be evaluated for relevance and that consequences may vary in significance for different groups, for example</p>	<p>1. Possible websites for starting points on the digital divide:</p> <p>www.bbc.co.uk/news/technology-24426739</p> <p>www.digitaldivide.org/digital-divide/digitaldividedefined/digitaldivide.html</p> <p>www.internetworldstats.com/links10.htm</p> <p>www.digitaldivide.org/digital-divide-topics/nine-digital-divide-truths.html</p>

Learning objectives	Suggested teaching activities	Teaching notes	Learning resources
views, information and research effectively and convincingly	<p>(W)</p> <p>2. Paired or small group research on the impact of digital technologies on the future using the internet.</p> <p>In pairs learners undertake internet research to explore the impact of digital technologies on different sectors of society. Pairs should choose which sector to explore from the following list:</p> <ul style="list-style-type: none"> • business • media and communications • arts and music • culture and beliefs • health • politics. <p>Learners should aim to identify and describe three or four potential benefits and three or four potential dangers of the growth of digital technologies for their chosen sector of society.</p> <p><i>Key aspects of the research:</i></p> <ul style="list-style-type: none"> • <i>A description of the main pattern and trends for the designated sector of society</i> • <i>An outline of the main causes of or explanations for these trends</i> • <i>An outline of the main benefits and dangers of the growth of digital technology for the designated sector of society</i> • <i>Identify and explain why some social groups may benefit and some social groups may be put at risk by digital technology developments within their designated sector of society. (G)</i> 	<p>for different age groups and the rich and poor, or social classes as defined economically.</p> <p>2.4 An alternative approach might be to research different emergent digital technologies and their potential impact; for example robotics, 3-D printing, 3-D scanning, digital clothing, bionic medicine, etc.</p> <p>3.1 Encourage some creative design in the making of the presentations and the use of different forms of communication. Ensure learners are aware that the presentations will be used to support the learning of other learners i.e. the groups with the different sectors of society to research.</p> <p>4.1 Use the presentations in a structured way to ensure learners engage with the information and evidence generated by the other groups. For example, groups could be questioned about the presentations in turn by other groups. Presentations can be used and delivered in a variety of different ways to support group work as well as whole class activity.</p> <p>Differentiation/extension</p> <p>The task can be given to different groups or individuals with differing amounts of structure, scope and length. Extension might involve learners selecting a particular social group and researching the digital divide for that group and its causes in more detail.</p> <p>6. The written work could be used for the Component 2 Essay, as preparation or the focus for</p>	

Learning objectives	Suggested teaching activities	Teaching notes	Learning resources
	<p>3. Groups create a PowerPoint to share findings with other learners in the class, possibly using an electronic learning platform. (G)</p> <p>4. Learners ‘tour’ or receive the presentations to read and note the outcomes of the research of the other groups. This should enable learners to understand the potential impact of digital technology on society as a whole. (G)</p> <p>5. Teacher-led whole class discussion. (W)</p> <p><i>Key questions for discussion:</i></p> <ul style="list-style-type: none"> • <i>What are the main potential benefits of the digital revolution for the future?</i> • <i>What are the main threats of the digital revolution for the future?</i> • <i>Is the digital divide likely to increase or decrease?</i> • <i>Should we be worried about the digital divide? What should be done about the situation? (W)</i> <p>6. Possible written work – essay titles:</p> <p><i>Will digital technologies create a better future?</i></p> <p>Or</p> <p><i>Will digital technologies reduce social inequality?</i></p>	<p>the individual research.</p>	

Learning objectives	Suggested teaching activities	Teaching notes	Learning resources
	<p>Or</p> <p><i>Will digital technology and social networking encourage greater freedom of expression or support oppression by authorities? (I)</i></p>		
<p>Analyse and evaluate conclusions, arguments, reasoning or claims</p> <p>Analyse the evidence for conclusions, arguments, reasoning or claims</p> <p>Communicate views, information and research effectively and convincingly</p>	<p>How will cultural diversity be affected by digital technology and the internet?</p> <p>1. Teacher-led introduction to the issue of globalisation, culture and endangered peoples. Use a video documentary of an endangered culture to illustrate the issues.</p> <p><i>Key issues for discussion:</i></p> <ul style="list-style-type: none"> <i>What types of culture appear to be threatened by the rise of the internet? Why?</i> <i>How is global culture changing?</i> <i>What is the role of digital technologies and mass communication in the process?</i> <i>How useful are video documentaries in understanding the way of life of other cultures?</i> <p>2. Paired or small group analysis of a range of sources on globalisation and culture illustrating different perspectives on the impact of globalisation and digital technology on local cultures and diversity.</p> <p>3. Written work – essay title:</p> <p><i>Is mass communication through digital</i></p>	<p>1. This should be designed as a short case study to illustrate the issue. A local culture in danger could be selected.</p> <p>2.1 Learners should be encouraged to explore arguments for and against the emergence of a mass global culture; for example the uses of digital technologies to preserve cultures as well as disseminate or spread ‘mass culture’ could be contrasted.</p> <p>2.2 The sources may be provided by the teacher or researched by learners. Learners should be encouraged to evaluate the sources.</p> <p>3.1 The written work should be relatively unstructured to give learners the opportunity to write an essay or explore an aspect of a topic of their own choice. This should be seen as an opportunity to practise the type of task undertaken for Component 2 Essay.</p>	<p>2. Some starting points for exploring these issues include:</p> <p>www.dw.de/indigenous-peoples-threatened-by-resource-exploitation/a-16065981</p> <p>www.unesco.org/new/en/culture/themes/culture-and-development/the-future-we-want-the-role-of-culture/globalization-and-culture/</p> <p>http://etec.ctlt.ubc.ca/510wiki/Globalization_and_its_Effect_on_Cultural_Diversity</p> <p>http://suite101.com/a/globalization-and-cultural-diversity-a216021</p> <p>www.planeta.com/planeta/99/1199globalizationrt.html</p> <p>www.globalautonomy.ca/global1/summary.jsp?index=RS_Tabobondung_MediaCreation.xml</p>

Learning objectives	Suggested teaching activities	Teaching notes	Learning resources
	<p><i>technologies threatening cultural diversity? (I)</i></p> <p>Alternatively learners create their own essay title.</p>		YouTube and Vimeo are good sources of documentary material on threatened cultures.
<p>Analyse and evaluate conclusions, arguments, reasoning or claims</p> <p>Analyse the evidence for conclusions, arguments, reasoning or claims</p> <p>Assess the impact of research on personal perspectives</p> <p>Communicate views, information and research effectively and convincingly</p>	<p>What will be the impact of the internet and digital technologies on learning and education?</p> <p>1. The teacher introduces the final project in the unit which may be used for assessment purposes. The aim is to explore how internet and other digital technologies may shape learning and education in the future. The task is to design a school for the future based on internet and other related digital technologies. The teacher shows several video clips and provides different 'images' or 'visions' of the future of schools as suits local availability and the interests of the teacher. This is designed to stimulate the interest of learners. (W)</p> <p>2. Design a school for the future in pairs. Learners should research different visions of the future of schools on the internet as part of the design exercise. In addition learners should briefly research the mega-trends that will affect our lives and for which schools must prepare children, particularly in the internet and digital technologies. Learners should research the following questions:</p> <ul style="list-style-type: none"> <i>In what ways is the world changing?</i> <i>What are the main trends in the internet and digital technology taking place in the world today?</i> <i>How are these trends likely to affect my society in the next 25 years?</i> <i>How will these trends affect what and how</i> 	<p>1. Teachers should find suitable materials and resources which can be edited to suit the introductory activity. Contrasting images or visions of the future of schools and learning should be shown and discussed – for example schools as distributed learning communities linking learners electronically whilst based at home or in small groups in the community, or as 'high tech' laboratories where each child has a tablet computer linked to a central learning platform to support individualised learning.</p> <p>2.1 Exploration of alternative visions of the future of schools using the internet should be encouraged to inform the design process.</p> <p>2.2 To design a school for the future learners will need to be aware of some of the main trends and patterns in global change taking place today and that are likely to continue into the future, especially in internet and related digital technologies. These are often described as mega-trends. Learners should therefore get some background information to help understand the main trends taking place in the world today; these will influence the design of learning and of the school, which should help children to live and work confidently in the future. This builds on work on digital technologies undertaken earlier.</p>	<p>1. YouTube and Vimeo are sources of material for this exercise.</p> <p>2. Sites providing background material on trends in digital technology and other mega-trends (worldwide trends of significant size and impact) that are likely to affect learning and education:</p> <p>www.youtube.com/watch?v=bO_VRr033Y4</p> <p>www.youtube.com/watch?v=eOP0-9bia38</p> <p>www.bbc.co.uk/news/business-20003002</p> <p>http://www2.alcatel-lucent.com/knowledge-center/megatrends/ (diagram linking mega-trends only)</p> <p>The following web sites have relevant material about schools for the future and the curriculum:</p>

Learning objectives	Suggested teaching activities	Teaching notes	Learning resources
	<p><i>children should learn?</i> (P)</p> <p>3. Learners produce an outline design of a school for the future. To do this they should think about the following aspects:</p> <ul style="list-style-type: none"> • buildings, facilities and resources • learning inside school, at home and in the wider community • what staff will be needed – teachers, technicians and others • the best way for learners to develop skills • the knowledge or subjects learners should take • how learners might develop personal qualities and character • how to reflect upon and develop values and attitudes. <p>(P)</p> <p>4. Learners may present the design in whatever way is suitable and should be encouraged to be imaginative using plans, pictures and diagrams. Spider diagrams and tables could be helpful too. Learners should create a name and design a logo that symbolises the character of the school. (P)</p> <p>5. Although the design is to be developed on a group basis each learner must present their own written summary of the design with copies of the design, photographs of models if appropriate, and a full explanation.</p>	<p>3.1 Before learners design the school for the future they need to think about and decide what the children should learn and be taught. To help think about this learners could use the following headings and link the type of learning children should encounter to the underlying mega-trend in internet and technology:</p> <ul style="list-style-type: none"> • knowledge e.g. science; languages; computing; global cultures; change • skills e.g. information technology; learning; cooking; communication; social; research • attitudes and values e.g. respect for others; equal opportunities; tolerance • character and personal qualities e.g. flexible; competitive; cooperative; adaptable <p>Differentiation/extension</p> <p>(a) A structured format for the presentation of the design could be used to support some learners; research, design and delivery of the presentations could involve members of the group taking different roles in a carefully guided and structured way.</p> <p>(b) Teachers will need to give guidance to learners on how to cite, acknowledge and simply reference sources and ideas in their written explanations of the design.</p>	<p>www.huffingtonpost.com/dave-evans/cisco-beyond-online-classes-how_b_3795028.html</p> <p>http://edudemic.com/2012/07/could-this-be-your-classroom-of-the-future/</p> <p>www.microsoft.com/education/schoolofthefuture/</p> <p>www.youtube.com/watch?v=QvkHT4wBDKI</p> <p>www.youtube.com/watch?v=QcXEznPXj8k</p> <p>www.youtube.com/watch?v=c0xa98cy-Rw</p> <p>Google Images – schools of the future</p> <p>Google Images – classroom of the future</p> <p>www.wise-qatar.org/content/education-trends-what-expect-2013</p>

Learning objectives	Suggested teaching activities	Teaching notes	Learning resources
	<p>In no more than 500 words, learners should briefly describe the main features of the design of the school and explain the reasons for the design and how it will support learning using internet and digital technologies. (I)</p> <p>6. The outcomes should be presented to the class or another appropriate audience. The designs should be used for summative assessment purposes by the teacher. (P)(W)</p>		
Assess the impact of research on personal perspectives	<p>Reflection</p> <ol style="list-style-type: none"> 1. Learners are asked to make an entry into their reflective learning logs summarising: <ol style="list-style-type: none"> a. what they have learnt about digital futures b. how the research has changed or reinforced their views about digital technology and the future c. how they would respond personally to the challenges of digital technology at a personal, local and international level. (I) 		<p>8987 past examination paper: Jun 2013 Paper 12 – provides questions related to the topics covered in this unit. http://teachers.org.uk</p>

Scheme of work – Cambridge International AS Level Global Perspectives (8987)

Unit 3: Health, genetic engineering and medical ethics

Context

Through the context of the global issue of health, genetic engineering and medical ethics the unit is designed to develop four sets of interrelated skills:

- critical thinking
- research
- reflection
- communication.

Learners assess the strengths and weaknesses of different perspectives and ethical viewpoints promoted by different beliefs and values – cultural, religious and political. In so doing, learners are encouraged to develop an understanding of the assumptions, implications and consequences of arguments. Learners gather primary and secondary evidence from a variety of sources and the internet. Learners have the opportunity to present the outcomes of research and engage in ethical debate about medical issues. Learners assess evidence shaped by different ideological perspectives – scientific, religious and political.

Outline

Learners explore the nature of genetic engineering and medical ethics principally through research and debate. Learners consider genetic engineering, euthanasia, organ donation and trafficking, health inequalities and priorities, and the funding of health care systems. Learners use questionnaires and content analysis in research activities, and are encouraged to reflect upon and develop their own perspectives and judgements on medical issues. Learners will be dealing with global issues relevant to the following topics: genetic engineering, medical ethics and priorities, standard of living/quality of life.

Teaching time

Based on a total time allocation of 180 hours for this Cambridge International AS Level course, it is recommended that this unit should take about 45 hours or 25% of the course. It is assumed that the time available per week is approximately 3–4 hours of direct contact time supported by about 2 hours of extension activity.

Learning objectives	Suggested teaching activities	Teaching notes	Learning resources
<p>Analyse and evaluate conclusions, arguments, reasoning or claims</p> <p>Assess the impact of research on personal perspectives</p> <p>Communicate views, information and research effectively and convincingly</p>	<p>What are medical ethics?</p> <p>1. The teacher introduces the unit through a programme or clip from a popular TV medical drama series showing a scene involving a medical emergency in which there is a clear ethical dilemma. (W)</p> <p>2. Whole class discussion led by the teacher.</p> <p><i>Key questions for discussion:</i></p> <ul style="list-style-type: none"> • <i>What is the medical situation shown in the clip?</i> • <i>What is the issue being discussed?</i> • <i>What would you do? Why?</i> • <i>Why is this issue ethical?</i> <p>(W)</p> <p>3. Learners work in groups of four to consider three medical dilemmas. The group should discuss:</p> <ul style="list-style-type: none"> • <i>What is the ethical dilemma?</i> • <i>What are the different actions that could be taken?</i> • <i>What factors need to be considered?</i> • <i>Is there further information and research that could help in deciding what to do?</i> • <i>How should a decision be taken?</i> • <i>What would the group do?</i> <p>(G)</p> <p>4. Teacher-led whole class discussion of the dilemmas:</p> <ul style="list-style-type: none"> • <i>What would each group do? Why?</i> • <i>What are the implications of this decision or action?</i> • <i>How should ethical decisions be made?</i> 	<p>1. Teachers should select a medical drama or situation that highlights a range of possible actions; life and death situations are often most dramatic and engaging for this type of discussion.</p> <p>3.1 Teachers should select medical dilemmas for discussion which contain some ethical implications and which are likely to be of interest to learners. Avoid situations involving possible euthanasia as this will be encountered later in the unit.</p> <p>3.2 There are many different ways to organise the discussion and the teacher should work in ways which suit the class and their own preferences. For example groups could consider all of the dilemmas and then discuss them collectively, or consider them in sequence one-by-one. The dilemmas may be presented in written form, gathered from YouTube or clips from TV programmes, or be a mixture of forms of presentation.</p> <p>5.1 The aim of the session is to consider the nature of ethical issues in a medical context and the effect of social, cultural and political contexts on ethical perspectives. The activities also enable learners to explore how to make decisions and judgements using a simple structured approach. The assumptions behind, implications and consequences of decisions should be explored.</p> <p>5.2 The simple decision-making model might be:</p> <ul style="list-style-type: none"> • clarify the situation to ensure all aspects are understood • identify possible courses of action • research information that may be relevant or seek advice 	<p>3. The following websites have lists of moral and ethical dilemmas from which teachers can choose medical issues; there are many more sites as well.</p> <p>http://listverse.com/2011/04/18/10-more-moral-dilemmas/</p> <p>http://examples.yourdictionary.com/ethical-dilemma-examples.html</p> <p>http://listverse.com/2010/12/26/another-10-moral-dilemmas/</p> <p>http://psychopixi.com/misc/25-moral-dilemmas/</p> <p>http://listverse.com/2007/10/21/top-10-moral-dilemmas/</p> <p>www.cimaglobal.com/Documents/Professional%20ethics%20docs/dilemmas%20FINAL.pdf</p> <p>YouTube has a number of short clips containing acted or described ethical dilemmas. Search for 'medical ethics'.</p> <p>5. Some websites describing simple decision-making models:</p> <p>http://myedison.tesc.edu/tescdocs/Web_Courses/EDL-530/documents/DecisionMaking_</p>

Learning objectives	Suggested teaching activities	Teaching notes	Learning resources
	<ul style="list-style-type: none"> What role should ethics play in guiding decisions about our actions in general? What role should legality play in guiding decisions about our actions in general? <p>(W)</p> <p>5. Paired work – simulation of ethical decision-making. The teacher explains a simple decision-making model or process that has general applicability and can be used in ethical situations. A new medical dilemma is introduced with cultural and belief dimensions, for example treatment of someone taking a drugs overdose, a criminal injured in breaking the law, disease due to smoking and drinking alcohol, etc.</p> <p>Now working in pairs, learners are asked to apply the decision making model to make a judgement about what to do. The decision should be noted and explained, perhaps using a flow diagram to record the group's views at each stage of the decision making process.</p> <p>The teacher introduces some new information or an added dimension to the dilemma after a short time to make the dilemma more complex. The new information should be contextual and relate to cultural factors of beliefs, values and tradition. For example a new person enters the situation with strongly held religious beliefs; or a text from the scriptures of a world religion, or an extract from the constitution of the country containing core values about equality, or a short statement of relevant law, could be given to the pairs.</p> <p>The pairs will need to review and perhaps change their response to each stage of the decision-making process and the final outcome. If time is available</p>	<ul style="list-style-type: none"> list arguments for and against each course of action consider ethical issues relating to the people involved and context list the implications or possible consequences of each course of action make the decision and act evaluate the outcomes, review and adjust action if appropriate <p>5.3 The teacher could introduce a number of different new elements to the situation to help learners appreciate the complexity and changing nature of ethical issues in medical contexts.</p> <p>Differentiation/extension</p> <p>(a) One of the dilemmas could be selected for a role play. Learners might take two or three of the main people in the situation and argue different courses of action. Learners may take turns to argue for and against a course of action.</p> <p>(b) For some learners 'scaffolding' the decision-making activity could be helpful – set out two possible actions in a simplified dilemma and provide a list of related arguments or items of information from which the learner can choose to construct an argument to support their own opinion, or for both of the possible courses of action. The arguments or information could be inserted into spaces in a blank flow diagram of the decision-making process to help them make a decision to justify.</p>	<p>Proc.htm</p> <p>www.mirasol.net/blog/simple-5step-decision-making-process/</p> <p>www.businessballs.com/problemsolving.htm</p> <p>www.mindtools.com/pages/main/newMN_TED.htm</p>

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	<p>the teacher could introduce further elements to the situation for consideration. Each time the learners must consider the implications of the new information or situation. (P)</p> <p>6. Whole class discussion of the dilemma and possible actions. Explore how the new information or changes to the context affected the decision-making process and outcome. Ensure that learners understand that part of the decision making process is to be aware of the possible implications or consequences of the action taken.</p> <p>Also discuss the relative importance of different factors:</p> <ul style="list-style-type: none"> • legal • ethical • values and beliefs • tradition and custom individual freedom • context – place, culture and time • other <p>(W)</p> <p>7. Possible written work - individually learners choose one of the dilemmas. From the perspective of two different characters write a justification for two different courses of action. Learners must ensure that the ethical elements of the situation are discussed. (I)</p> <p>8. Reflection</p> <p>Learners are expected to develop the skills of reflection during the Global Perspectives course. One way is to keep a reflective learning logs.</p>		

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	<p>Learners should write entries in their logs at the beginning and the conclusion of a unit, as well as at the end of each sequence of work within a unit.</p> <p>At the start of the unit learners should describe personal perspectives or opinions on the importance of health and medical issues in the contemporary world.</p> <p>Identify aspects of health, genetic engineering and medical ethics that learners would like to know more about and explore further. (I)</p>		
<p>Analyse and evaluate conclusions, arguments, reasoning or claims</p> <p>Communicate views, information and research effectively and convincingly</p>	<p>What are the benefits and risks of genetic engineering?</p> <p>1. Teacher-led introduction to the nature of genetic engineering. Use reputable scientific research summaries, scientific magazine articles and TV documentaries to give learners a general understanding of the scientific basis of genetic engineering, current areas and costs of research, recent medical advances and potential medical developments. Learners should be given these resources to read, analyse and summarise individually, or work in pairs. (I)(P)</p> <p>2. Teacher provides learners with a range of recent newspaper articles, or news items taken from the media in general, about advances in genetic engineering and medical applications. These generally speculate about the future of medicine in a sensational way and often highlight public perceptions of ethical dilemmas and potential problems and risks. Learners use these articles for analysis to identify benefits, risks and ethical issues of genetic engineering in medicine as highlighted by</p>	<p>1.1 The aim of this section is to give learners a general appreciation of the nature of genetic engineering and its potential to enhance health and medicine. In addition learners are asked to consider differences in the quality of scientific research and news articles as evidence.</p> <p>1.2 The exercise given to learners should require analysis of the materials provided and provide opportunity to summarise and note relevant material.</p> <p>Differentiation/extension</p> <p>A structured exercise would support some learners in this process.</p> <p>2. This activity provides opportunity for learners to use simple content analysis as a research method. Teachers should introduce learners to the technique and provide a structured-approach analysis of issues raised and language used in the news media. Using tables and tally charts to record common themes, issues and uses of language, and their</p>	<p>1. The following websites may provide a starting point for finding suitable sources:</p> <p>www.actionbioscience.org/biotech/glenn.html</p> <p>www.nature.com/scitable/topicpage/genetic-inequality-human-genetic-engineering-768</p> <p>www.telegraph.co.uk/science/science-news/9480372/Genetically-engineering-ethical-babies-is-a-moral-obligation-says-Oxford-professor.html</p> <p>www.debate.org/opinions/is-genetic-engineering-ethical</p> <p>www.positivehealth.com/article/miscellaneous/genetic-engineering-today-the-promise-and-the-ethics</p>

Learning objectives	Suggested teaching activities	Teaching notes	Learning resources
	<p>the news media. Learners should analyse the tone and language being used. Learners work individually or in pairs. (I)(P)</p> <p>3. Whole class discussion led by the teacher.</p> <p><i>Key questions for discussion:</i></p> <ul style="list-style-type: none"> • <i>What are the benefits, risks and ethical issues of genetic engineering currently being highlighted by the news media?</i> • <i>What is the general tone and language being used by the news media on issues?</i> • <i>How accurate and reliable are news accounts of these issues?</i> • <i>What are the main differences between the news accounts and the scientific reports/articles encountered earlier? Why?</i> • <i>Which are the most reliable? Why?</i> • <i>How useful is content analysis as a method of research? What are its strengths and weaknesses?</i> <p>(W)</p> <p>4. Learners watch the science fiction film, 'Bladerunner', and read several articles from pressure groups which highlight the potential risks of genetic engineering to the future of human health and the environment.</p> <p>Whole class discussion led by the teacher.</p> <p><i>Key questions for discussion:</i></p> <ul style="list-style-type: none"> • <i>Why are so many people worried about the risks of genetic engineering? Is this justified?</i> • <i>Are the costs of genetic engineering research and pioneering medical techniques</i> 	<p>frequencies, is a possibility.</p> <p>4.1 Genetic engineering has been the subject of much debate and controversy. This is illustrated by the growth of pressure groups associated with concerns about the future impact of genetic engineering on health and the environment, and speculation in the arts and film, notably in the science fiction genre. Learners should consider the risks and benefits further in preparation for written work. Teachers should review the film for suitability in their context and may use edited scenes.</p> <p>Differentiation/extension</p> <p>Learners may select a specific issue for further research and exploration, for example cloning, designer babies, eugenics, etc.</p> <p>4.2 There are numerous films and TV dramas depicting potential alternative futures as a consequence of genetic engineering. The film 'Gattaca' is a possible alternative to 'Bladerunner'.</p>	<p>www.unesco.org/new/en/social-and-human-sciences/themes/bioethics/human-genetic-data/</p> <p>www.geneticliteracyproject.org/2013/02/14/should-we-ban-genetically-engineered-babies/#.Unyedye8DfM</p> <p>www.scientificamerican.com/topic.cfm?id=genetic-engineering</p> <p>www.discoveryeducation.com/teachers/free-lesson-plans/genetic-engineering.cfm</p> <p>4. 'Bladerunner' – a 1982 American science fiction thriller film directed by Ridley Scott</p> <p>'Gattaca' – a 1997 American science fiction film written and directed by Andrew Niccol.</p> <p>5. Websites of some prominent groups campaigning about genetic engineering are:</p> <p>www.greenpeace.org/international/en/campaigns/agriculture/problem/genetic-engineering/</p> <p>http://organicconsumers.org/</p> <p>www.geneticliteracyproject.org/2013/05/20/organic-industrys-credibility-erodes-beneath-waves-</p>

Learning objectives	Suggested teaching activities	Teaching notes	Learning resources
	<p><i>for a few people justified?</i></p> <ul style="list-style-type: none"> • <i>Why is there so much speculation about the future caused by these issues?</i> • <i>Is the impact of genetic engineering on health, medicine and the environment more likely to create utopia or dystopia? Why?</i> <p>(W)</p> <p>5. Possible written work – essay titles:</p> <p><i>The benefits of genetic engineering in medicine are greater than the risks. Assess this point of view.</i></p> <p>Or</p> <p><i>Genetic engineering in medicine – heaven or hell?</i></p> <p>(I)</p>		<p>of-misinformation-about-genetically-modified-crops-and-food/#.Unykfy8DfM</p>
<p>Analyse and evaluate conclusions, arguments, reasoning or claims</p> <p>Communicate views, information and research effectively and convincingly</p>	<p>How should we prioritise medical expenditure?</p> <p>1. Whole class starter – show a YouTube video clip describing the work of the Gates Foundation in providing vaccinations to eradicate disease in developing countries. This is a relatively cheap way to make a significant difference to the health of millions of people, in comparison to the very expensive costs of genetic engineering research and treatments for a small number of affluent people. (W)</p> <p>2. Paired reading of two contrasting sources – one on the work of the Gates Foundation and the other on the costs of genetic engineered treatments. Learners need to use these materials in preparation for the ‘Any Questions’ panel below. (P)</p>	<p>2. Preparation should encourage learners to become familiar with some of the issues surrounding the prioritisation of medical expenditure and creating questions to ask the panel of experts. Other examples of prioritisation issues in medical expenditure could be introduced to provide greater depth of exploration prior to the panel visit.</p> <p>4.1 ‘Any Questions?’ is a topical discussion radio programme which poses questions to a panel of political and media personalities.</p> <p>4.2 Identify, invite and brief people to visit the class to take part in the discussion. The panel members may come from different backgrounds and should have different perspectives on medical issues. Ideally some of the panel should be medical</p>	<p>1. Some useful websites:</p> <p>www.impatientoptimists.org/</p> <p>www.youtube.com/user/GatesFoundation</p> <p>www.theguardian.com/world/bill-and-melinda-gates-foundation</p> <p>www.ribi.org/what-we-do/RIBI-projects/polio-eradication/bill-gates-and-the-200m-challenge</p> <p>4. A recorded TV panel show showing this type of activity could</p>

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	<p>3. Whole class discussion led by the teacher.</p> <p><i>Key questions for discussion:</i></p> <ul style="list-style-type: none"> • <i>What is the Gates Foundation trying to do? Why? What is their motivation?</i> • <i>Are the costs of genetic engineering and associated medical treatments justified?</i> • <i>What is more important, vaccinations for millions or expensive treatments for a few?</i> (W) <p>4. Set up an ‘Any Questions?’ panel of about four ‘experts’ for the class to question about their opinions on prioritising medical expenditure. The panel consists of ‘experts’ who are able to respond to the issues. The class has to ask questions of the panel to test the strength of their arguments in terms of the use of facts, opinion and assertion. The class should question and probe the panel on their ‘ability to see’, authority and expertise, and personal interest and bias. (W)</p> <p>5. After the event, the class discuss and may vote on which panel member(s) have provided the most convincing arguments. (W)</p> <p>6. Teacher-led discussion on the outcomes to reinforce learning about the issue of prioritising medical expenditure, different parts of arguments and arguments from authority. (W)</p>	<p>professionals with expertise in medical issues. Alternatives could be a lecturer, teacher, politician, community worker, counsellor or other person with the confidence to respond to medical issues in this type of forum.</p> <p>4.3 The exercise is designed not only to deepen learners’ understanding of the ethical issues but also to develop critical thinking skills – assessing the strength of arguments in terms of the use of facts, opinion and assertion, as well as on a person’s or author’s, ability to see, authority and expertise, and personal interest and bias.</p> <p>Differentiation/extension</p> <p>(a) The degree of structure for both panel experts and audience/questioners could vary depending upon the confidence of panel participants and learners. For example sample questions could be prepared with possible responses for experts.</p> <p>(b) The panel could be comprised of visitors from the community, adults or teachers in role, or learners arguing for different perspectives on the issues.</p> <p>(c) An alternative is to organise the panel as a ‘balloon debate’ with several rounds of questions; after each set of questions a panel member is asked to leave the panel by vote. The concept of a balloon debate is that a hot air balloon is coming down and in order to save some of the ‘passengers’ (the panel), others will need to be thrown overboard. The winner is the last person left when all of the other panel</p>	<p>be used as an initial stimulus.</p>

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		<p>members have been ejected.</p> <p>(d) The panel's responses could be recorded on video for analysis and class discussion.</p>	
<p>Analyse and evaluate conclusions, arguments, reasoning or claims</p> <p>Analyse the evidence for conclusions, arguments, reasoning or claims</p> <p>Communicate views, information and research effectively and convincingly</p>	<p>Is euthanasia justifiable?</p> <p>1. Whole class introduction by teacher – depending on the familiarity of learners with debating, the teacher introduces the concept of a formal debate and illustrates the process, perhaps through YouTube examples and by giving learners a copy of the basic rules of debate. Encourage understanding of the reasons for rules in debate and the importance of listening and understanding the arguments from another perspective before reaching decisions. The element of competition also gives debates some stimulus. (W)</p> <p>2. The teacher organises the class for a formal debate in which two sides argue for and against a proposition. The class is divided into two groups, one to research and prepare speeches for and the other to research and prepare speeches against the motion.</p> <p>The motion for debate should be as follows or similar:</p> <p><i>This house believes that euthanasia is never justified.</i></p> <p>3. Each group should be organised into a variety of roles for the debate and for research prior to the writing of the speeches. There should be two or three formal speeches by each side. Those not speaking formally should be instructed to prepare and ask questions, note the main arguments of each</p>	<p>1. The exact rules can be varied to suit the preferred model for debate of the teacher and the needs of the class. It is important to ensure that all learners have a significant role so that they remain engaged in the process. All of the learners should have a stake in the outcome and be required to use the debate to inform a piece of work.</p> <p>2. Researchers and speech writers will need to be given guidance about how much material is required and how long to take in preparation. The speeches should not be too complicated and focus on key issues with some supporting evidence. Teachers may provide guidelines for writing effective speeches as well.</p> <p>Differentiation/extension</p> <p>(a) The teacher may wish to give a more structured framework for the speech writing and research to some learners.</p> <p>(b) The speeches could be video-taped for analysis and evaluation; or edited highlights could be shown later as part of a review activity. This would give opportunity for peer assessment.</p> <p>4.1 The teacher should use this context of the debate on euthanasia to inform learners about simple research design using questionnaires. This could take the form of a presentation to model good practice in presenting, or a resource booklet on</p>	<p>1. A variety of different models for organising debates can be found on websites for teachers and debating in general. For example, at the following websites:</p> <p>www.edu.gov.mb.ca/k12/cur/socstud/frame_found_sr2/tns/tn-13.pdf</p> <p>www.educationworld.com/a_lesson/lesson/lesson304.shtml</p> <p>www.actdu.org.au/archives/actein_site/basicskills.html</p> <p>www.proquestk12.com/productinfo/pdfs/MiniDebate_Teachers.pdf</p> <p>2. Some useful websites might be:</p> <p>www.care.org.uk/advocacy/end-of-life/euthanasia-the-arguments-for-and-against</p> <p>www.debate.org/euthanasia/</p> <p>http://debatewise.org/debates/861-do-you-agree-or-disagree-with-euthanasia-or-mercy-killing/</p>

Learning objectives	Suggested teaching activities	Teaching notes	Learning resources
	<p>side and eventually decide which side has won the debate and vote accordingly. (G)</p> <p>4. To prepare for the debate each group of learners needs to research various aspects of the arguments for and against euthanasia. There are many dimensions and potential issues to explore.</p> <p>These might relate to:</p> <ul style="list-style-type: none"> • sanctity of life • costs of care for the terminally ill • die with dignity • shorten grief • compassionate response to suffering • end pain • right to choose when to die • safer as can control through regulation • alternatives are available – palliative care and hospices • doctors might have too much power • leads way to non-voluntary killing • as a response to the needs of society and individuals in an ageing population. <p>Learners prepare for the debate by researching arguments for and against the use of euthanasia and gathering evidence from public opinion. The primary research involves designing and using a simple questionnaire to find out about the proportion of the population that would support the use of euthanasia and the reasons for their opinions. The outcomes of the research should be used to construct arguments for the debate. (G)</p> <p>5. Each side should be given the opportunity to rehearse the speeches in front of their teams to be</p>	<p>designing simple questionnaires.</p> <p>4.2 Provide information about the nature of questionnaires, and closed and open questions. The concepts of 'sample' and 'representative' should be explained. Instruction should also be given on simple analysis of data, reaching conclusions and writing simple research reports. Learners should keep a brief research diary within their reflective learning logs to support evaluation and review of the activity.</p> <p>4.3 Learners should be given the task in a structured form in writing, setting out the steps to be taken to design and implement a simple short questionnaire. To keep the task manageable the questionnaire should probably involve no more than ten closed and open questions and a sample of no more than 20 people. The data should allow some comparison of two different social groups, for example by age or gender. The sample could be based in the community and/or the school. The questionnaire may be designed in class and conducted for homework.</p> <p>Differentiation/extension</p> <p>(a) Some questions could be made common to all pairs to enable subsequent pooling of results by groups and discussion of the impact of sample size on the quality of the evidence and its representativeness.</p> <p>(b) Data could be analysed using simple research software or an Excel spreadsheet as an alternative to manual tally tables.</p> <p>(c) Learners may write a short research report of</p>	<p>www.examiner.com/article/human-euthanasia-the-debate-the-arguments-for-both-sides</p> <p>http://euthanasia.procon.org/view.resource.php?resourceID=000126</p> <p>Some websites discussing the use of questionnaires in research:</p> <p>http://evaluationtoolbox.net.au/index.php?option=com_content&view=article&id=58&Itemid=154</p> <p>http://crow1234.wordpress.com/2010/11/01/pros-and-cons-of-the-questionnaire/</p> <p>http://staceyrowe.wordpress.com/2012/01/16/pros-and-cons-of-research-techniques/</p>

Learning objectives	Suggested teaching activities	Teaching notes	Learning resources
	<p>given feedback on the effectiveness of the arguments and the use of reasoning and evidence. This also gives opportunity for questions for the opposition to be devised. (G)</p> <p>6. The debate is held and a vote taken. The main outcome is noted. (W)</p> <p>7. Teacher-led discussion of the outcomes of the debate to review the reasons for success and failure. Use the key terms and concepts of critical thinking and evaluation of evidence encountered in the Global Perspectives course to inform the discussion about the effectiveness of the arguments and reinforce learning. (W)</p>	<p>their research. They should use the conventions for writing reports of the social sciences and humanities and state their conclusions about public opinion on euthanasia.</p>	
<p>Analyse and evaluate conclusions, arguments, reasoning or claims</p> <p>Analyse the evidence for conclusions, arguments, reasoning or claims</p> <p>Communicate views, information and research effectively and convincingly</p>	<p>What are the causes of health inequalities?</p> <p>1. Teacher-led introduction to the issue of health inequalities – case study of an organ donation from a person in poverty in a developing country to an affluent person in a developed country, using several sources. Organ donation or trafficking leaves poor people at greater risk of poor health when medical treatment is often not available or too expensive. Often the organs are sold to hospitals in the developed nations for the wealthy, increasing health inequalities and the gap between rich and poor.</p> <p><i>Key questions for discussion:</i></p> <ul style="list-style-type: none"> • Why do people sell their organs? • Who are the people that receive the organs? • Is selling organs and live donation ethical? • What is the impact of this practice on the donors and receivers? 	<p>2.1 Teachers will need to ensure access to the internet and opportunities for learners to store sources and information, preferably electronically.</p> <p>2.2 The task should be fairly structured, simple and short. Learners should be given clear instructions about the scope of the exercise and the amount of material to be gathered. Only a few sources or websites are needed. Part of the exercise should involve noting difficulties experienced in doing the research.</p> <p>3.1 Encourage some creative design in the making of the presentations. Ensure learners are aware that the presentations will be used to support the learning of other learners i.e. the groups with the different social groups to research.</p> <p>4.1 Use the presentations in a structured way to ensure learners engage with the information and evidence generated by the other groups. For</p>	<p>1. Possible websites for starting points on organ donation include:</p> <p>www.bbc.co.uk/news/world-asia-24128096</p> <p>www.livescience.com/19237-illegal-kidney-organ-trade.html</p> <p>Websites relating to health inequalities generally include:</p> <p>www.who.int/features/factfiles/health_inequities/en/</p> <p>www.publichealth.ie/healthinequalities/healthinequalitiesglobal</p> <p>http://ucatlas.ucsc.edu/health.php</p> <p>http://inequality.org/global-inequality/</p>

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	<ul style="list-style-type: none"> <i>Should government authorities allow the practice to continue?</i> <i>Are there other health inequalities (apart from between the rich and poor) between and within countries? (W)</i> <p>2. Paired or small group research on the main health inequalities using the internet.</p> <p>In pairs or small groups learners find sources and evidence about the following health inequalities – gender, class, age, race, culture and level of development. Each group of learners should be given one of these social groups to research. The emphasis should be upon global trends, however information and evidence may be drawn from differences within individual countries to illustrate wider patterns.</p> <p><i>Key aspects of the research:</i></p> <ul style="list-style-type: none"> <i>A description of the main pattern and trends in health inequality for the designated social group</i> <i>An outline of the main causes or explanations for these inequalities</i> <i>An outline of suggestions for reducing the health inequalities.</i> <p>(G)</p> <p>3. Groups create a PowerPoint or alternative type of presentation to display and share findings with other learners in the class, possibly using an electronic learning platform. (G)</p> <p>4. Learners ‘tour’ or receive the presentations to read and note the outcomes of the research of the other groups. This should enable learners to understand the main dimensions of health inequality for the range of social groups. (W)</p>	<p>example groups could be questioned about the presentations in turn by other groups.</p> <p>Differentiation/extension</p> <p>The task can be given to different groups or individuals with differing amounts of structure, scope and length. Extension might involve learners selecting a particular group and researching the health inequalities and causes in more detail.</p>	<p>http://myriadeditions.com/home</p> <p>www.globalhealthhub.org/2013/09/24/whether-and-how-to-measure-inequality-post-2015-alex-cobham/</p> <p>http://globalhealthafrica.org/2013/02/01/health-inequalities-wealth-is-health/</p> <p>www.who.int/gender/genderandhealth/en/</p> <p>http://healthintelligence.drupalgardens.com/content/gender-inequality-around-world</p>

Learning objectives	Suggested teaching activities	Teaching notes	Learning resources
	<p>5. Possible written work – essay title:</p> <p><i>Health inequalities are inevitable and should not be a cause for concern. Assess this point of view. (I)</i></p>		
<p>Analyse and evaluate conclusions, arguments, reasoning or claims</p> <p>Analyse the evidence for conclusions, arguments, reasoning or claims</p> <p>Communicate views, information and research effectively and convincingly</p>	<p>How should we organise and pay for health care?</p> <p>1. The teacher re-introduces the concept of a formal debate encountered earlier in the unit. Reinforce the reasons for rules in debate and the importance of listening to and understanding the arguments from other perspectives before reaching decisions. (W)</p> <p>2. The teacher organises the class for a formal debate in which three sides argue the case for three alternative approaches to the organisation and payment of health care. The class is divided into three groups, to research and prepare speeches to argue the case for each of the three main approaches.</p> <p>The three main approaches are:</p> <ul style="list-style-type: none"> • Completely free market system with individuals choosing to pay for health care as they need it and if they can afford it • An insurance-based system where people choose to buy insurance from companies for different levels of care in advance of needs to the extent that they can afford it • A government state system paid for by taxes taken from everyone according to level of income with all health care free for 	<p>1.1 The exact rules can be varied to suit the preferred model of the teacher and the needs of the class. It is important to ensure that all learners have a significant role so that they remain engaged in the process. All of the learners should have a stake in the outcome and be required to use the debate to inform a piece of work. There could be a prize for the winning team. The subject and structure of the debate are deliberately more complex than earlier in the unit to develop skills progressively.</p> <p>2. Researchers and speech writers will need to be given guidance about how much material is required and how long to take in preparation. The speeches should focus on key issues with some supporting evidence. Teachers should reinforce guidelines for writing effective speeches.</p> <p>4.1 The subject of the debate is complex and quite abstract and may be challenging for some learners. Teachers may need to direct learners to specific websites and/or provide sources to support the research process.</p> <p>4.2 Research should primarily be internet based but could take alternative forms and involve a primary research method.</p> <p>Differentiation/extension</p>	<p>1. A variety of different models for organising debates can be found on websites for teachers and debating in general. For example, at the following websites:</p> <p>www.edu.gov.mb.ca/k12/cur/socs/tud/frame_found_sr2/tns/tn-13.pdf</p> <p>www.educationworld.com/a_lesson/lesson/lesson304.shtml</p> <p>www.actdu.org.au/archives/actein_site/basicskills.html</p> <p>www.proquestk12.com/productinfo/pdfs/MiniDebate_Teachers.pdf</p> <p>2. Some websites for exploring the issue of health care systems include:</p> <p>www.healthreformwatch.com/2010/07/25/global-inequality-access-to-health-care/</p> <p>http://people.howstuffworks.com/10-health-care-systems.htm#page=1</p>

Learning objectives	Suggested teaching activities	Teaching notes	Learning resources
	<p>everyone at the time of need.</p> <p>3. Each group should be organised into a variety of roles for the debate and for research prior to the writing of the speeches. There should be two or three formal speeches for each side. Those not speaking formally should be instructed to prepare and ask questions, note the main arguments of each side and eventually vote. (G)</p> <p>4. To prepare for the debate each group of learners needs to research various aspects of the arguments for and against the approach to the funding of healthcare given to their group. There are many dimensions and potential issues to explore. These might relate to:</p> <ul style="list-style-type: none"> • cost • potential inequalities by level of wealth • freedom to choose how to spend money • compassion for the vulnerable • promotion of personal responsibility for preventative care • high level of taxes • quality of state versus private hospitals and medical care • monitoring and quality of care free from self interest • others paying for self harm e.g. alcohol abuse. <p>(G)</p> <p>5. Each side should be given the opportunity to rehearse the speeches in front of their teams to be given feedback on the effectiveness of the arguments and the use of reasoning and evidence. This also gives the opportunity for questions for the other sides to be devised.</p> <p>6. The debate is held and a vote taken. The main</p>	<p>(a) The teacher may set some written work, perhaps encouraging reflection on personal perspectives, at the conclusion of the debate.</p> <p>(b) The teacher may wish to give a more structured framework for the speech writing and research to some learners.</p> <p>(c) The speeches could be video-taped for analysis and evaluation; or edited highlights could be shown later as part of a review activity. This would give opportunity for peer assessment.</p> <p>(d) Learners could explore how cultural, religious and political ideologies affect responses to medical ethics and the funding of health care.</p>	<p>http://news.bbc.co.uk/1/hi/8201711.stm</p> <p>www.globalpost.com/dispatch/news/health/131001/global-health-care-systems-obamacare</p> <p>www.huffingtonpost.com/2013/08/29/most-efficient-healthcare_n_3825477.html</p> <p>A Google search on 'global healthcare systems' creates many possible websites for research.</p>

Learning objectives	Suggested teaching activities	Teaching notes	Learning resources
	<p>outcome is noted. (W)</p> <p>7. Teacher-led discussion of the outcomes to review the reasons for success and failure. Use and reinforce the key terms and concepts of critical thinking and evaluation of evidence encountered in the Global Perspectives course to inform the discussion about the effectiveness of the arguments and to reinforce learning. (W)</p> <p>8. Possible written work – essay title:</p> <p><i>In health should people be free to look after themselves and pay for their own medical care?</i> (I)</p>	<p>8. This essay may be used as a final summative assessment for the unit and in preparation for the Component 2 Essay.</p>	
Assess the impact of research on personal perspectives	<p>Reflection</p> <p>Learners are asked to make an entry into their reflective learning logs summarising:</p> <ol style="list-style-type: none"> what they have learnt about health, genetic engineering and medical ethics how the research has changed or reinforced their views about genetic engineering and health care how they would respond personally to the challenges of caring for their own health changes to their own views on any of the issues explored as a result of research and listening to the perspectives of others. (I) 		<p>8987 past examination paper:</p> <p>Nov 2013 Paper 11 – provides questions related to the topics covered in this unit. http://teachers.org.uk</p>

Scheme of work – Cambridge International AS Level Global Perspectives (8987)

Unit 4: Freedom and control

Context

Through the context of the global issue of freedom and control the unit is designed to develop four sets of interrelated skills:

- critical thinking
- research
- reflection
- communication.

Learners assess the strengths and weaknesses of different perspectives on issues relating to the concepts of freedom and control. In so doing, learners are encouraged to develop an understanding of the assumptions, implications and consequences of arguments. Learners gather primary and secondary evidence from a variety of sources and the internet. Learners have the opportunity to present complex issues in debate and through essay writing.

Outline

Learners explore the nature of human rights and responsibilities and the need for laws through case studies, research and debate. Learners consider human trafficking, control of the internet, cyber bullying, freedom of expression, and the control of personal data and surveillance. Learners use interviews and internet-based research to gather different types of information and data. Learners also explore the role of pressure groups and charitable organisations in campaigning and promoting perspectives on issues. Learners are encouraged to reflect upon and develop their own perspectives and judgements on issues of freedom and control. Learners will be dealing with global issues relevant to the following topics:

- impact of the internet
- international law
- online and interactive communities.

Teaching time

Based on a total time allocation of 180 hours for this Cambridge International AS Level course, it is recommended that this unit should take about 45 hours or 25% of the course. It is assumed that the time available per week is approximately 3–4 hours of direct contact time supported by about 2 hours of extension activity.

Learning objectives	Suggested teaching activities	Teaching notes	Learning resources
<p>Analyse and evaluate conclusions, arguments, reasoning or claims</p> <p>Assess the impact of research on personal perspectives</p> <p>Communicate views, information and research effectively and convincingly</p>	<p>What are fundamental human rights and freedoms?</p> <p>A case study of human trafficking</p> <ol style="list-style-type: none"> 1. Starter: show a programme or clip from a local TV crime drama series showing scenes involving human trafficking. 2. Show several short video documentary films to illustrate the problem of human trafficking for different purposes – labour, organ donation and the sex trade. (W) 3. Whole class discussion led by the teacher. <p><i>Key questions for discussion:</i></p> <ul style="list-style-type: none"> • <i>What forms does modern slavery and human trafficking take?</i> • <i>Where does it happen globally?</i> • <i>Why do people become involved as traffickers and victims?</i> • <i>How are victims and their families affected by trafficking?</i> • <i>How does trafficking deprive victims of their freedom and basic human rights?</i> • <i>Is control of labour, sexual activity and organ donation by authorities necessary to protect vulnerable people? Is it right to try to stop trafficking?</i> • <i>What should be done about the practice?</i> (W) <ol style="list-style-type: none"> 4. In pairs using the internet to visit websites, learners research the work of several pressure groups working for change and the eradication 	<ol style="list-style-type: none"> 1. Teachers should select a crime drama or situation that highlights the nature of human trafficking to stimulate discussion. This should focus on the human dimension without being unnecessarily disturbing for learners. 2. Select two or three short video documentaries describing different forms of human trafficking. These will need to be monitored in advance for suitability for an educational environment. 4. Learners should be directed to specific sites that provide suitable information from a variety of cultural backgrounds. The research exercise should be relatively short. 5. Learners will need to be instructed in the procedures for a balloon debate and supported in the organisation of the teams. 6. As well as exploring practical methods of taking action learners should consider the main reasons or motivations for taking action, for example: <ul style="list-style-type: none"> • shared humanity • compassion • to save lives • protecting human rights • justice • reducing suffering • reducing inequality • promoting women's rights 7. The campaign might conclude with an event or fund raising activity for an organisation working 	<p>1 and 2. The following websites have lists of film, video and other resources; there are many other sites as well. For example:</p> <p>www.youtube.com/watch?v=LRXy4TfRY5k</p> <p>4. Some suggestions of pressure group websites related to human trafficking are:</p> <p>www.stopthetraffik.org/</p> <p>www.unodc.org/unodc/en/human-trafficking/what-is-human-trafficking.html</p> <p>www.humantrafficking.org/</p> <p>www.antislavery.org/english/slavery_today/trafficking.aspx</p> <p>www.endhumantraffickingnow.com/who-are-the-victims/</p> <p>5. Suggestions for the organisation of balloon and other debates may be found at the websites below:</p> <p>www.parliament.uk/education-resources/Parliament%20Week/CreateTheDebate2013.pdf</p> <p>www.noisyclassroom.com/index.h</p>

Learning objectives	Suggested teaching activities	Teaching notes	Learning resources
	<p>of human trafficking. The aim is to find out about how pressure groups campaign for change and to consider different types of action to reduce the incidence of trafficking worldwide.</p> <p><i>Key aspects for research:</i></p> <ul style="list-style-type: none"> List the main reasons for taking action to prevent trafficking. Describe the main ways used by pressure groups to publicise their cause. Describe how pressure groups encourage people take action – individually, locally, nationally and internationally. Assess the accuracy of the information and messages given by the pressure group websites. (P) <p>5. In groups learners prepare for and take part in a simple four-way ‘balloon debate’ in which each group has to argue the case for a level or type of action having the most impact and being most likely to be effective in creating change and eradicating human trafficking. (G)</p> <p>6. Whole class discussion – teacher-led discussion of the outcomes of the debate.</p> <p><i>Key questions for discussion:</i></p> <ul style="list-style-type: none"> Which group won the debate? Why? What are the strengths and weaknesses of each type or level of action? Why should people take action? <p>(W)</p> <p>7. Possible written work – groups design and create a poster campaign for a targeted group of people within the school to bring the issue of human</p>	<p>against trafficking.</p> <p>Differentiation/extension</p> <p>(a) The degree of structure for the research and the debate could be varied for different groups and might reflect the point of the course in which the exercise is encountered through increased length and complexity.</p> <p>(b) Groups of learners could research case studies of trafficking in different parts of the world.</p> <p>8. Reflection</p> <p>Learners are expected to develop the skills of reflection during the Global Perspectives course. One way is to keep a reflective learning log. Learners should write entries in their logs at the beginning and the conclusion of a unit, as well as at the end of each sequence of work within a unit.</p> <p>At the start of the unit learners should describe personal perspectives or opinions on the importance of issues of freedom and control issue in the contemporary world.</p> <p>Identify aspects of freedom that learners would like to know more about and explore further.</p>	<p>tml</p> <p>www.kent.ac.uk/careers/interviews/balloonDebate.htm</p> <p>http://efl-resource.com/staging-class-debates/</p>

Learning objectives	Suggested teaching activities	Teaching notes	Learning resources
	trafficking to the attention of a wider audience. The campaign should involve a series of three or four posters to be published at intervals to stimulate on-going interest and the 'building' of a message. (I)		
<p>Analyse and evaluate conclusions, arguments, reasoning or claims</p> <p>Communicate views, information and research effectively and convincingly</p>	<p>Should there be regulation and control of the internet?</p> <p>1. Show a clip from a film or documentary on the theme of 'cybercrime' to stimulate class discussion of the dangers of the internet. (W)</p> <p>2. Teacher-led whole class discussion of the following questions:</p> <ul style="list-style-type: none"> • <i>What have been the main benefits of the internet?</i> • <i>What are the main dangers of the internet?</i> • <i>Should the internet be regulated and controlled?</i> • <i>How should the internet be controlled? Who by?</i> <p>(W)</p> <p>3. Paired analysis of two sources discussing the issue of internet regulation. The sources are from Nature and New Scientist. In pairs learners read the articles, 'Internet Freedom vs Control' and 'The Battle of Freedom and Control in a Networked World'. Learners use different coloured highlighters to analyse the content and argument of the two sources. (P)</p> <p>4. Two pairs share their analysis of the source and then discuss as a group of four their response to the following structured exercise:</p> <ul style="list-style-type: none"> • <i>What are the potential dangers of a free, unregulated internet highlighted in the articles?</i> • <i>What is the evidence presented for the point of view that an unregulated internet is dangerous?</i> • <i>What are the potential benefits of a free,</i> 	<p>1. Learners take brief notes from the film or documentary to focus them on key issues and help support their contribution to subsequent discussion. This can be in response to teacher directed questions about the film or generally.</p> <p>3.1 The sources are reasonably long and contain a lot of different ideas and evidence. This is an opportunity for learners to practise the analysis and evaluation of sources using some of the concepts encountered in the course with more complex material.</p> <p>3.2 The sources suggest that although there are dangers, internet freedom is ultimately beneficial in a democratic society. The exercise is designed to help learners analyse and evaluate the arguments in the source. Learners should analyse the source as follows:</p> <ul style="list-style-type: none"> • reasons and arguments that regulation of the internet should be avoided • evidence used to support the idea that regulation of the internet should be avoided • reasons and arguments that regulation of the internet should take place • evidence used to support the idea that regulation of the internet should be take place. <p>3.3 The articles provide an opportunity to explore the impact of values and underlying assumptions on</p>	<p>1. Suggestions for films depicting internet crime can be found at the following websites:</p> <p>http://netforbeginners.about.com/od/antivirusantispymware/tp/The-Best-Hacker-Movies.htm</p> <p>http://blog.spamfighter.com/general/10-movies-with-a-cybercrime-theme.html</p> <p>YouTube and Vimeo have numerous examples of documentaries and film clips.</p> <p>3. The sources for analysis can be found at:</p> <p>www.scilogs.com/from_the_lab_bench/internet-freedom-vs-control/</p> <p>www.newscientist.com/article/mg21528750.100-the-battle-of-freedom-and-control-in-a-networked-world.html#.UotRlie8DfM</p> <p>5. and 6. Websites providing material of relevance include:</p> <p>www.internetsociety.org/regulation</p>

Learning objectives	Suggested teaching activities	Teaching notes	Learning resources
	<p><i>unregulated internet highlighted in the articles?</i></p> <ul style="list-style-type: none"> • <i>What is the evidence presented for the point of view that an unregulated internet is beneficial?</i> • <i>Are the articles balanced? Give reasons for your opinion.</i> • <i>What are the conclusions of the authors?</i> • <i>Are these conclusions credible?</i> • <i>What are the knowledge claims of the authors?</i> • <i>What are the underlying values behind the arguments?</i> • <i>Do the arguments, evidence and conclusions apply to everyone in the same way? Give reasons for your opinion.</i> • <i>What are the strengths and weaknesses of articles from scientific magazines as sources of evidence?</i> <p>(P)(G)</p> <p>5. Possible written work – individually learners produce written answers to the questions above.</p> <p>6. Possible essays:</p> <p><i>Is internet freedom better than internet control?</i></p> <p>Or</p> <p><i>Are the dangers of internet regulation greater than the dangers of internet freedom?</i></p> <p>(I)</p>	<p>arguments.</p> <p>4. The exercise is designed to encourage the sharing of learning and verbal discussion of the outcomes of the analysis.</p> <p>Differentiation/extension</p> <p>(a) Learners could analyse additional sources which argue strongly for regulation of the internet to compare and contrast with the highlighted articles.</p> <p>(b) Learners could explore the control of the internet in China and proposals to increase regulation.</p> <p>(c) The United Nations policies on internet regulation and control could be explored</p> <p>6. The written work could be used for the Component 2 Essay, as preparation or the focus for the individual research.</p>	<p>www.debatingmatters.com/global-uncertainties/topicguide/the_internet1/</p> <p>http://readwrite.com/2012/12/28/could-these-6-pending-regulations-destroy-the-internet-in-2013#awesm=~onJ5dynXJ5ATuI</p> <p>www.debatingeurope.eu/2012/02/02/should-the-eu-regulate-the-internet/#.Uox_Nye8DfM</p>
Analyse and evaluate conclusions, arguments,	<p>What should be done about cyber bullying?</p> <p>1. Whole class starter – give the class some accounts of cyber bullying from the point of view of</p>	<p>1.1 The topic of cyber bullying is sensitive for schools, and victims and will need to be treated with care. Some learners may find the issue distressing as a result of personal experience and teachers</p>	<p>1. Some useful websites for material on cases of cyber bullying might be:</p>

Learning objectives	Suggested teaching activities	Teaching notes	Learning resources
<p>reasoning or claims</p> <p>Communicate views, information and research effectively and convincingly</p>	<p>the victims. Read the accounts and discuss. Additional material from YouTube could be introduced.</p> <p><i>Key questions for discussion:</i></p> <ul style="list-style-type: none"> • <i>Why do people use the internet and social networking to bully others?</i> • <i>What are the effects of cyber bullying on the victims?</i> • <i>Why does the impact appear to be so great?</i> • <i>How far do news or media accounts sensationalise the problem?</i> <p>(W)</p> <p>2. Paired research into cyber bullying – learners conduct primary research into the experience of cyber bullying through simple interviews with other learners. The aim is to understand the different forms that cyber bullying takes and the impact on the victims. There are four key research questions:</p> <ul style="list-style-type: none"> • <i>What forms of cyber bullying are there?</i> • <i>What are the effects on the victims?</i> • <i>How should victims be helped?</i> • <i>How can cyber bullying be prevented?</i> <p>The teacher will need to guide learners on how to conduct research into this issue using simple interviews. (P)</p> <p>3. Learners write a report of their findings using the conventions of scientific and social science reporting. Learners share the outcomes of the research in groups to identify common themes. (I)</p>	<p>should be aware of the need for support where appropriate.</p> <p>1.2 Accounts and case studies should be chosen carefully. Case studies that have local relevance but which have some ‘distance’ may enable learners to explore the issues more effectively.</p> <p>2.1 The teacher should use the context of cyber bullying and the work undertaken in the previous section to inform learners about simple research design using interviews. This could take the form of a presentation to model good practice in presenting, or a resource booklet on designing simple interviews.</p> <p>2.2 Provide information about the nature of interviews, and closed and open questions. The concepts of ‘sample’ and ‘representative’ should be explained. Instruction should also be given on simple analysis of data, reaching conclusions and writing simple research reports. Learners should keep a brief research diary within their reflective learning logs to support evaluation and review of the activity.</p> <p>2.3 Learners should be given the task in a structured form in writing, setting out the steps to be taken to design and implement a simple short interview. To keep the task manageable the questionnaire should involve no more than ten closed and open questions and a sample of no more than four to eight people. The data should allow some comparison of two different social groups, for example by age or gender. The sample could be based in the community and/or the school.</p> <p>Differentiation/extension</p>	<p>www.puresight.com/Real-Life-Stories/real-life-stories.html</p> <p>www.kidshelp.com.au/teens/get-info/hot-topics/cyber-bullying.php</p> <p>www.childnet.com/teachers-and-professionals/for-working-with-young-people/hot-topics/cyberbullying</p> <p>www.bbc.co.uk/news/education-23727673</p> <p>www.theglobeandmail.com/globe-debate/canada-needs-a-sweeping-strategy-to-fight-cyberbullying/article15505007/</p> <p>News websites contain local examples which may be suitable, though could be ‘sensationalised’.</p> <p>2. A number of social science websites provide guidance on conducting simple interviews.</p> <p>6.1 The websites of relevant organisations include:</p> <p>www.bullying.co.uk/cyberbullying/</p> <p>http://old.digizen.org/cyberbullying/default.aspx</p> <p>www.kidscape.org.uk/cyberbullyin</p>

Learning objectives	Suggested teaching activities	Teaching notes	Learning resources
	<p>4. Whole class discussion led by the teacher.</p> <p><i>Key questions for discussion:</i></p> <ul style="list-style-type: none"> What does the research tell us about the main forms and extent of cyber bullying? What are the main effects of bullying on the victims as seen in the research? How do victims see support and prevention? What are the strengths and weaknesses of using interviews in research? To what extent is the research representative and can be generalised? Why? <p>(W)</p> <p>5. Visit from a counsellor or professional who works with the victims and perpetrators of cyber bullying. The 'expert visit' should be focused on how to support victims and understand the motives of perpetrators to help change their behaviour. Learners should prepare for the visit by preparing questions based on their research reading some sources introduced by the teacher focused on these issues. (W)</p> <p>6. Paired work – learners create three written exercises:</p> <ul style="list-style-type: none"> A guide for younger learners on how to spot and deal with cyber bullying A letter to the principal of the school suggesting four strategies to prevent cyber bullying in school 	<p>(a) Some questions could be made common to all pairs to enable subsequent pooling of results by groups and discussion of the impact of sample size on the quality of the evidence and its representativeness.</p> <p>(b) Data could be analysed using simple research software or an Excel spreadsheet as an alternative to manual tally tables.</p> <p>5.1 Identify, invite and brief counsellor(s) or other relevant professionals/volunteer support workers to visit the class to talk about their work.</p> <p>5.2 The exercise is designed to develop critical thinking skills – assessing the strength of arguments in terms of the use of facts, opinion and assertion, as well as on a person's or author's ability to see, authority and expertise, experience, and personal interest and bias.</p> <p>5.3 Learners should focus on how to support victims, change the behaviour of perpetrators and prevent future cyber bullying in general.</p> <p>Differentiation/extension</p> <p>(a) The degree of structure for both the 'experts' and audience/learners could vary depending upon the confidence of panel participants and learners. For example sample questions could be prepared.</p> <p>(b) The discussion could be recorded on video for analysis and class discussion.</p> <p>6. This exercise can be used in a variety of different ways and could be used for peer assessment. For</p>	<p>g/</p> <p>www.connectsafely.org/</p> <p>Teachers are recommended to use the websites of local organisations, if possible.</p> <p>6.2 Websites with material on dealing with cyber bullying might include:</p> <p>www.theguardian.com/teacher-network/partner-zone-zurich/cyberbullying-top-tips-schools</p> <p>www.childline.org.uk/Explore/Bullying/Pages/online-bullying.aspx</p> <p>www.beatbullying.org/</p> <p>www.universitybusiness.com/article/psychological-impact-cyber-bullying</p>

Learning objectives	Suggested teaching activities	Teaching notes	Learning resources
	<ul style="list-style-type: none"> <i>A guide to teachers on how to respond to the perpetrators of cyber bullying.</i> <p>Learners should be encouraged to use the outcomes of their own research and further internet research into children's charities and educational pressure groups attempting to address issues of cyber bullying and its causes. (P) or (G)</p> <p>7. Pairs are put into groups to share their work and ideas. (G)</p> <p>8. Teacher-led discussion on the outcomes to reinforce learning about the issue of cyber bullying, its prevention and the strengths and weaknesses of primary research using interviews.</p> <p><i>Key questions for discussion:</i></p> <ul style="list-style-type: none"> <i>What are the causes of cyber bullying?</i> <i>How can cyber bullying be prevented or reduced?</i> <i>How do the outcomes of research amongst learners differ from internet research from websites?</i> <i>What are the strengths and weaknesses of evidence gathered from each type of source?</i> <p>(W)</p>	<p>example, pairs may work on one task or all three.</p> <p>Differentiation/extension</p> <p>The written task is quite challenging as it requires learners to understand the motivations and causes of cyber bullying and the methods of counsellors. It could be simplified as a structured exercise or essay about the issue in general.</p>	
<p>Analyse and evaluate conclusions, arguments, reasoning or claims</p> <p>Analyse the evidence for conclusions,</p>	<p>What are the limits to freedom of speech?</p> <p>1. Whole class introduction by teacher – depending on the level of familiarity of learners with debating, the teacher introduces the concept of a formal debate and illustrates the process, perhaps through YouTube examples and by giving learners a copy of the basic rules of debate. Encourage understanding of the reasons for rules in debate and the</p>	<p>1. The exact rules can be varied to suit the preferred model for debate of the teacher and the needs of the class. It is important to ensure that all learners have a significant role so that they remain engaged in the process. All of the learners should have a stake in the outcome and be required to use the debate to inform a piece of work. This topic could be debated through a 'tennis debate' or 'parliamentary</p>	<p>1. A variety of different models for organising debates can be found on websites for teachers and debating in general. For example, at the following websites:</p> <p>www.edu.gov.mb.ca/k12/cur/socstud/frame_found_sr2/tns/tn-13.pdf</p>

Learning objectives	Suggested teaching activities	Teaching notes	Learning resources
<p>arguments, reasoning or claims</p> <p>Communicate views, information and research effectively and convincingly</p>	<p>importance of listening to and understanding the arguments from another perspective before reaching decisions. The element of competition also gives debates some stimulus. (W)</p> <p>2. The teacher organises the class for a formal debate in which two sides argue for and against a proposition. The class is divided into two groups, one to research and prepare speeches for and the other to research and prepare speeches against the motion.</p> <p>The motion for debate should be:</p> <p><i>This house believes in free speech, or similar.</i></p> <p>3. Each group should be organised into a variety of roles for the debate and for research prior to the writing of the speeches. There should be 2 or 3 formal speeches by each side. Those not speaking formally should be instructed to prepare and ask questions, note the main arguments of each side and eventually decide which side has won the debate and vote accordingly. In a tennis debate or parliamentary debate all learners have the opportunity to contribute to the discussion. (G)</p> <p>To prepare for the debate each group of learners needs to research various aspects of the arguments for and against freedom of speech. (G)</p> <p>4. Each side may be given the opportunity to rehearse the speeches in front of their teams to be given feedback on the effectiveness of the arguments and the use of reasoning and evidence. This also gives opportunity for questions for the opposition to be devised. (G)</p> <p>5. The debate is held and a vote taken. The main</p>	<p>debate.'</p> <p>2. Researchers and speech writers will need to be given guidance about how much material is required and how long to take in preparation. The speeches should not be too complicated and focus on key issues with some supporting evidence. Teachers may provide guidelines for writing effective speeches.</p> <p>4. To prepare for the debate each group of learners needs to research arguments about freedom of speech. These might relate to:</p> <ul style="list-style-type: none"> • we are all human and should enjoy the same rights • governments and businesses should not be able to control access to information or freedom of expression to protect their own interests • people need access to ideas and information to be able to make informed decisions politically • we should respect diversity of opinion • we can learn from others • some views may hurt or offend other groups • we have a right to privacy • some information and ideas could be used to harm others e.g. security risks • acting against the interests of others could lead to harm and retaliation • it is morally wrong to defame or ruin the reputation of others unjustifiably • speaking out is necessary to protect others from injustice, crime and repression • 'Whistleblowing' ensures others are held to account • whistleblowing can be used to harm others maliciously 	<p>www.educationworld.com/a_lesson/lesson/lesson304.shtml</p> <p>www.actdu.org.au/archives/actein_site/basicskills.html</p> <p>www.proquestk12.com/productinfo/pdfs/MiniDebate_Teachers.pdf</p> <p>2. Some useful websites relating to issues of freedom of speech might be:</p> <p>www.dailymaverick.co.za/opinionista/2013-10-22-no-big-debate-the-sabc-censorship-and-more-censorship-on-media-freedom-day/#.UoyxYie8DfM</p> <p>www.debate.org/debates/Speech-Should-Be-Censored-Anti-Freedom-of-Speech/1/</p> <p>http://goodpoint.elc.polyu.edu.hk/?q=node/960&mapid=1805</p> <p>www.prosandconsof.net/what-are-the-pros-and-cons-of-freedom-of-speech/</p> <p>Amnesty International website:</p> <p>www.amnesty.org</p>

Learning objectives	Suggested teaching activities	Teaching notes	Learning resources
	<p>outcome is noted. (W)</p> <p>6. Teacher-led discussion of the outcomes of the debate to review the reasons for success and failure. Use the key terms and concepts of critical thinking and evaluation of evidence encountered in the Global Perspectives course to inform the discussion about the effectiveness of the arguments and to reinforce learning. (W)</p> <p>7. Possible written work – essay title:</p> <p><i>Is government censorship ever justified? (I)</i></p>	<p>Differentiation/extension</p> <p>(a) The teacher may wish to give a more structured framework for the speech writing and research to some learners.</p> <p>(b) The speeches could be video-taped for analysis and evaluation; or edited highlights could be shown later as part of a review activity. This would give opportunity for peer assessment.</p> <p>(c) The pressure group Amnesty International or the work of the United Nations could be the focus for research on freedom of speech issues and related campaigns.</p> <p>7. The written work could be used for the Component 2 Essay, as preparation or the focus for the individual research.</p>	
<p>Analyse and evaluate conclusions, arguments, reasoning or claims</p> <p>Analyse the evidence for conclusions, arguments, reasoning or claims</p> <p>Communicate views, information and research effectively and convincingly</p>	<p>Why do we need laws?</p> <p>1. Teacher-led introduction to the issue of the need for laws, restrictions on freedom to act in any way we choose, and the balancing of individual and collective rights and responsibilities.</p> <p>2. Learners work in groups of four to consider three or four ethical and legal dilemmas. The group should discuss:</p> <ul style="list-style-type: none"> <i>What is the ethical dilemma?</i> <i>What are the different actions that could be taken?</i> <i>What factors need to be considered?</i> <i>Is there further information and research that could help in deciding what to do?</i> <i>How should a decision be taken?</i> 	<p>1. This could be introduced using sources from literature, film and the arts, which often explore these issues.</p> <p>2.1 Teachers should select contrasting ethical dilemmas for discussion which contain some legal implications and which are likely to be of interest to their learners. The dilemmas might relate to individual crime and justice, decisions over environmental planning and location of controversial projects e.g. fracking, national priorities for expenditure, use of torture in war or terrorist situations, international disputes over territory.</p> <p>2.2 There are many different ways to organise the discussion and the teacher can work in ways which suit the class and their own preferences. For</p>	<p>Possible websites for ideas about legal and ethical dilemmas include:</p> <p>http://listverse.com/2011/04/18/10-more-moral-dilemmas/</p> <p>http://examples.yourdictionary.com/ethical-dilemma-examples.html</p> <p>http://listverse.com/2010/12/26/another-10-moral-dilemmas/</p> <p>http://psychopixi.com/misc/25-moral-dilemmas/</p> <p>http://listverse.com/2007/10/21/to</p>

Learning objectives	Suggested teaching activities	Teaching notes	Learning resources
	<ul style="list-style-type: none"> What would the group do in this situation? What does the situation imply about the need for laws, decision making and dispute resolution? (G) <p>3. Teacher-led whole class discussion of the dilemmas:</p> <ul style="list-style-type: none"> What would each group do? Why? What are the implications of this decision or action? How should ethical decisions be made? What role should the law (national and international) play in guiding decisions about our actions in general? How does the law ensure that there is freedom, order and control in society? What are the limits to freedom and control? (W) <p>4. Possible written work – essay titles:</p> <p><i>Is it possible to have a free society?</i></p> <p>Or</p> <p><i>Do legal systems preserve rights equally?</i></p> <p>(I)</p>	<p>example, groups could consider all of the dilemmas and then discuss them collectively, or consider them in sequence one-by-one. The dilemmas may be presented in written form or gathered from YouTube of clips from TV programmes, or be a mixture of forms of presentation.</p> <p>2.3 The aim of the session is to consider the need for laws to regulate the behaviour of people and preserve freedom, social order and control. The effect of social, cultural and historical contexts on laws and what is regarded as deviant should be explored as well.</p> <p>Differentiation/extension</p> <p>(a) The task can be given to different groups or individuals with differing amounts of structure, scope and length. Extension might involve learners selecting a particular dilemma and researching the issue in more detail.</p> <p>(b) Amnesty International, the UN and other organisations could be researched to explore issues of freedom and control in human rights.</p> <p>(c) An exploration of different political beliefs and ideologies and their implications for issues of individual and collective freedoms could be undertaken e.g. comparison of liberal and authoritarian approaches to political control.</p> <p>(d) The misuse of psychiatry and medical diagnoses to justify loss of freedom could be explored.</p> <p>(e) Learners might explore potential bias in the law and the use of legal systems to protect the</p>	<p>p-10-moral-dilemmas/</p> <p>www.cimaglobal.com/Documents/Professional%20ethics%20docs/dilemmas%20FINAL.pdf</p> <p>YouTube has a number of short clips containing acted or described legal and ethical dilemmas. An example is:</p> <p>www.youtube.com/watch?v=gx7yw5vqum8</p>

Learning objectives	Suggested teaching activities	Teaching notes	Learning resources
		interests of particular groups e.g. multinational business; workers; different social groups by age, gender, ethnicity and class.	
<p>Analyse and evaluate conclusions, arguments, reasoning or claims</p> <p>Analyse the evidence for conclusions, arguments, reasoning or claims</p> <p>Communicate views, information and research effectively and convincingly</p>	<p>Who owns and controls personal data and information?</p> <p>1. Teacher-led introduction to the issue of personal data and information. Focus on the issue of celebrity culture and privacy, particularly the taking of photographs. Teachers might use a range of celebrity magazines to illustrate the issue. There have been some high profile cases of intrusive photographs that could be discussed and used as case studies; some local cases should add relevance.</p> <p>2. Whole class discussion led by the teacher.</p> <p><i>Key questions for discussion:</i></p> <ul style="list-style-type: none"> • <i>Is it right for celebrities to exploit the media for publicity and personal gain?</i> • <i>Is it right for the media to exploit celebrities for financial gain?</i> • <i>To what extent is celebrity reporting accurate and reliable? Why?</i> • <i>Should celebrities and other people be entitled to privacy?</i> • <i>Are there circumstances when people should not be allowed to have privacy?</i> <p>3. Paired analysis of two contrasting sources exploring another issue relating to personal data and information from different perspectives. The issue might be:</p> <ul style="list-style-type: none"> • tracking of personal search history and visited 	<p>1. High profile cases often relate to politicians, popular film, TV and music stars, and the monarchy. High profile crime cases also attract media attention and raise these issues.</p> <p>3. The sources should be selected and adapted by the teacher to illustrate central concepts in critical thinking, for example assumptions and values, or consequences and implications, as appropriate to the stage in the overall scheme of work.</p> <p>5. This essay may be used as a final summative assessment for the unit. It is also designed to be a practice exercise for Component 2 Essay.</p> <p>Differentiation/extension</p> <p>(a) Learners could undertake further research on one of the issues using different methods and primary or secondary evidence.</p> <p>(b) A representative of the police could be invited to talk about the use of data and surveillance in security matters and crime investigation.</p>	<p>Some web sites for exploring the issue of data protection, surveillance and privacy include:</p> <p>http://gilc.org/privacy/survey/intro.html</p> <p>https://www.privacyinternational.org/issues/data-protection-and-privacy-laws</p> <p>www.indexoncensorship.org/2013/11/india-online-report-freedom-expression-digital-freedom-3/</p> <p>www.bigbrotherwatch.org.uk/data-protection</p>

Learning objectives	Suggested teaching activities	Teaching notes	Learning resources
	<p>sites by search engines like google</p> <ul style="list-style-type: none"> • supermarkets recording individual history of purchases • video camera surveillance in streets • government monitoring of telephone calls and internet usage • banks and credit rating agencies analysing your accounts for expenditure patterns • cybercrime, data protection and identity theft • tracking of activity at work. <p>The analysis should encourage learners to evaluate the arguments and evidence within each source and to make a judgement about which source is the most convincing. Learners must also make suggestions for further research that would be helpful in deepening their understanding of the issue.</p> <p>4. Whole class discussion led by the teacher.</p> <p><i>Key questions for discussion:</i></p> <ul style="list-style-type: none"> • <i>To what extent do individuals have a right to privacy?</i> • <i>Who should own data gathered digitally about our behaviour?</i> • <i>How far should data about us only be used with our permission?</i> • <i>Should our data ever be disclosed to people in authority?</i> <p>Learners should be encouraged to use the key concepts of critical thinking and the evaluation of evidence encountered in the Global Perspectives course to reinforce learning. The discussion should be informed by the material in the sources studied.</p>		

Learning objectives	Suggested teaching activities	Teaching notes	Learning resources
	<p>The effectiveness of the arguments and quality of the evidence taken from the sources and introduced by learners from elsewhere should also be considered.</p> <p>5. Possible written work – learners should be encouraged to choose their own title for an essay which evaluates the contribution of the two sources to the debate about the issue that they have explored. (I)</p>		
Assess the impact of research on personal perspectives	<p>Reflection</p> <p>1. Learners are asked to make an entry into their reflective learning logs summarising:</p> <ol style="list-style-type: none"> what they have learnt about issues of freedom and control changes to their own views on any of the issues explored as a result of research and listening to the perspectives of others. <p>(I)</p>		

Scheme of work – Cambridge International AS Level Global Perspectives (8987)

Unit 5: Climate change and biodiversity

Context

Through the context of the global issue of biodiversity and climate change the unit is designed to develop four sets of interrelated skills:

- critical thinking
- research
- reflection
- communication.
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Learners explore different perspectives on the causes and consequences of climate change, including the impact upon biodiversity. Learners gather primary and secondary evidence from the internet and other sources. Learners have the opportunity to present the outcomes of research and engage in discussion about possible responses to climate change and action.

Outline

Learners explore climate change and its impact on biodiversity. In so doing learners are encouraged to develop an understanding of different types of arguments and evidence, and their strengths and weaknesses. Learners research different perspectives mainly using internet sources and questionnaire approaches. Learners consider how individuals might respond to climate change and take appropriate action. Learners are encouraged to reflect upon their own perspectives and lifestyles as they consider this issue. Learners will be dealing with global issues relevant to the following topics: global climate change, biodiversity and threats to the world's natural heritage, sustainable futures.

Teaching time

Based on a total time allocation of 180 hours for this Cambridge International AS Level course, it is recommended that this unit should take about 45 hours or 25% of the course. It is assumed that the time available per week is approximately 3–4 hours of direct contact time supported by about 2 hours of extension activity.

Learning objectives	Suggested teaching activities	Teaching notes	Learning resources
<p>Analyse and evaluate conclusions, arguments, reasoning or claims</p> <p>Analyse the evidence for conclusions, arguments, reasoning or claims</p> <p>Assess the impact of research on personal perspectives</p> <p>Communicate views, information and research effectively and convincingly</p>	<p>What is climate change?</p> <p>1. Show a film or documentary that highlights the issue of climate change and global warming. (W)</p> <p>2. Teacher-led whole class discussion.</p> <p><i>Key questions for discussion</i></p> <ul style="list-style-type: none"> <i>What is climate change and global warming?</i> <i>What are the causes?</i> <i>What are the possible consequences of global warming? Locally, nationally and globally?</i> <i>What should be done? Individually, locally, nationally and globally?</i> <p>(W)</p> <p>3. Teacher-led activity explaining the meaning of perspective and issue, and the difference between a local and global issue. (W)</p> <p>4. Paired analysis of an article that highlights potential consequence/responses to climate change that includes suggestions of a local and global nature. Learners identify and list in a table consequences/responses that are individual, local, national and international. (P)</p> <p>5. Learner reflection (I)</p>	<p>1. Learners take brief notes from the film or documentary to focus them on key issues and support subsequent discussion. The aim is to provide a general introduction to climate change issues, causes, consequences and responses.</p> <p>2. and 3. Use the themes or questions to stimulate discussion. A global issue goes beyond the local or national context and is experienced by people in most parts of the world and wherever they live or work. A perspective is a viewpoint or standpoint, sometimes embedded in or strongly informed by a belief system, culture or world view.</p> <p>4. Articles may be found in the media or magazines; alternatively use a website linked to an environmental pressure group campaigning on the issue.</p> <p>Differentiation/extension</p> <p>Increase the range and/or complexity of the articles to be analysed.</p> <p>5. Reflection</p> <p>Learners are expected to develop the skills of reflection during the Global Perspectives course. One way is to keep a reflective learning log. Learners should write entries in their logs at the beginning and the conclusion of a unit, as well as at the end of each sequence of work within a unit.</p> <p>At the start of the unit learners should describe personal perspectives or opinions on the importance of climate change and biodiversity as an issue and</p>	<p>1. Suitable films might include:</p> <ul style="list-style-type: none"> ‘An Inconvenient Truth’ ‘Avatar’ – extracts BBC World News – ‘Hard Talk’ series of documentaries <p>There are many films, documentaries and television programmes which focus upon climate change. Teachers should select one which is available and reflects their own interest in the issue.</p> <p>3. Environmental groups that provide resources on climate change might include:</p> <p>World Wildlife Fund www.wwf.org.uk/</p> <p>Oxfam www.oxfam.org.uk/</p> <p>Friends of the Earth www.foe.co.uk/</p> <p>Greenpeace www.greenpeace.org.uk/</p> <p>New Internationalist http://newint.org/</p> <p>www.conservation.org/LEARN/BIODIVERSITY/Pages/overview.as</p>

Learning objectives	Suggested teaching activities	Teaching notes	Learning resources
		identify aspects of the issue that learners would like to know more about and explore further.	px
<p>Analyse and evaluate conclusions, arguments, reasoning or claims</p> <p>Assess the impact of research on personal perspectives</p> <p>Communicate views, information and research effectively and convincingly</p>	<p>What are the causes of climate change?</p> <ol style="list-style-type: none"> 1. Paired research on the causes of climate change using the internet. Half the class find sources and evidence suggesting that the cause is mainly due to human activity, working in pairs. Half the class find sources and evidence suggesting that the cause is natural variation, working in pairs. (P) 2. Pairs create a poster to display findings to post in the classroom or on a discussion board/wall in an electronic learning platform. (P) 3. Learners 'tour' or visit the posters/wall in pairs or groups to read and note the outcomes of the research of the other groups. This is used to support the 'Any Questions' panel below. (W) 4. Set up an 'Any Questions?' panel of six 'experts' from the class for the remainder to question about their opinions. The panel consists of three experts claiming that climate change is caused by human activity and three by natural causes. The class has to ask questions of the panel to test the strength of their arguments in terms of the use of facts, opinion, evidence and assertion. Individual learners note the quality of the responses; the class discusses the responses and votes on which a group of panel members have provided the most convincing argument. (W) 	<ol style="list-style-type: none"> 1. The task should be fairly structured, simple and short. Learners should be given clear instructions about the scope of the exercise and the amount of material to be gathered. Only a few sources or websites are needed. Part of the exercise should involve noting difficulties experienced in doing the research. 2. Teachers should encourage some creative design in the making and presentation of the posters. Ensure learners are aware that the posters will be used to support the learning of others and a subsequent activity. Other forms of presentation could be used as alternatives. 3. The poster/wall should be used in a structured way to ensure learners engage with the information and evidence generated by the other groups. For example groups could be questioned about the posters in turn by other groups. 4. The evidence used to devise questions and responses should be based on the material collected during the internet research above. This activity provides an opportunity for formative assessment and peer assessment. <p>Differentiation/extension</p> <p>(a) The research task can be given to different groups or individuals with differing amounts of structure, scope and length. Extension might</p>	<ol style="list-style-type: none"> 1. Possible websites for starting points include: www.yourclimateyourlife.org.uk http://coolkidsforacoolclimate.com www.epa.gov/globalwarming/kids/index.html www.reuters.com/article/2012/01/11/us-climate-doomsday-idustre8oao2e2o12o111 4. A recorded TV panel show showing this type of activity could be used as an initial stimulus.

Learning objectives	Suggested teaching activities	Teaching notes	Learning resources
	<p>5. Teacher-led discussion on the outcomes to reinforce learning about different parts of arguments.</p> <p><i>Key questions for discussion:</i></p> <ul style="list-style-type: none"> • <i>What is the evidence for climate change being caused by natural variation?</i> • <i>What is the evidence for climate change being caused by human activity?</i> • <i>Which perspective is most convincing? Why?</i> • <i>Which individual and group of 'experts' from the class argued most effectively? Why?</i> <p>(W)</p> <p>6. Possible written work – essay title:</p> <p><i>Is climate change created by human activity? (I)</i></p> <p>7. Learners create a reflective learning log entry describing their experience of looking for material on the internet for the previous activity, and in general in the past. This could be supported by teacher- directed discussion and written resources highlighting the strengths and weaknesses of internet research.</p>	<p>involve learners selecting a particular cause and researching this in more detail.</p> <p>(b) The degree of structure for the 'Any Questions' activity for both experts and audience/questioners could vary depending upon the confidence of learners. For example sample questions could be prepared with possible responses for experts.</p> <p>(c) An alternative is to organise the panel as a 'balloon debate' with several series of questions and after each set of questions an expert is asked to leave the panel. The concept of a balloon debate is that a hot air balloon is coming down and in order to save any of the passengers (the panel), others will need to be thrown overboard.</p> <p>(d) The panel's responses could be recorded on video for analysis and class discussion.</p> <p>6. The topic might be used by learners as a focus for their written essays for Component 2 – the Essay.</p>	
<p>Analyse and evaluate conclusions, arguments, reasoning or claims</p> <p>Communicate views, information</p>	<p>Who is responsible for climate change?</p> <p>1. Establish an environmental 'crime scene' for a situation that might contribute to global warming that learners would find stimulating. Give learners a series of witness statements from different people around the vicinity of the 'crime'. Learners have to</p>	<p>1.1 The aim of the exercise is to consider causes of climate change and identify the main groups of people that may be creating the problem. At the same time the exercise is designed to develop evaluation of argument and evidence.</p> <p>1.2 The environmental 'crime' might relate to a local</p>	

Learning objectives	Suggested teaching activities	Teaching notes	Learning resources
<p>and research effectively and convincingly</p>	<p>work in pairs to assess the strength and weaknesses of each statement and work out which people/groups are mainly responsible for the incident or situation contributing to global warming. (P)</p> <p>2. Teacher-led class discussion of the statements to determine the most useful to solve the 'crime'. Draw out the meaning of facts, opinions, reasons, examples, assertion, evidence and supported argument. Discuss which type of statement or part of a statement or argument is most likely to be convincing. (W)</p> <p>3. Possible written work – essay titles:</p> <p><i>Describe the main groups of people responsible for causing climate change.</i></p> <p>Or</p> <p><i>Individual consumption of energy and resources is the main cause of climate change. Discuss.</i></p> <p>(I)</p>	<p>context or incident, but could be drawn from worldwide situations or events. A scene from a film or TV documentary could be used as the stimulus, and teachers could create or write the statements from the perspectives of different witnesses, or find relevant sources from newspaper articles that could be converted into witness statements. Some could be first hand 'eye witnesses' and others from 'hearsay' secondary accounts. It is important to ensure that the accounts are contrasting and contain clear examples of the main parts of arguments being considered, as well as relate to issues surrounding climate change. The 'crime' should relate to an environmental problems related to climate change e.g. pollution or the release of toxic gases into the atmosphere or an oil spill. The statements could be from people representing different interest groups, for example producers and users of products causing linked to global warming.</p> <p>1.3 Teachers may select different types of argument and evidence for the content of the statements as appropriate to the stage of the course.</p> <p>Differentiation/extension</p> <p>(a) The teacher may wish to give some guidance or criteria for judging the value of the witness statements for some learners.</p> <p>(b) The scenario could become more complex and involve an attempt to solve the crime as well as analysis of the statements. The introduction of additional statements during the exercise could deepen understanding or extend the exercise as the pairs create different theories or</p>	

Learning objectives	Suggested teaching activities	Teaching notes	Learning resources
		<p>explanations for the crime.</p> <p>(c) The consideration of statements could be extended into a trial simulation, for example of the role of oil companies or consumers of energy in global warming.</p>	
<p>Analyse and evaluate conclusions, arguments, reasoning or claims</p> <p>Assess the impact of research on personal perspectives</p> <p>Communicate views, information and research effectively and convincingly</p>	<p>What is the impact of climate change? What is biodiversity?</p> <p>1. Teacher-led session designed to introduce or review understanding of biodiversity. (W)</p> <p>2. Internet research in groups – each group is given the task of researching the impact of global warming on biodiversity in a different geographical location across the world. (G)</p> <p>3. Information should be gathered, selected and stored on the following aspects of the allocated case study:</p> <ul style="list-style-type: none"> • description of location • outline of the impact of climate change on biodiversity and the location • explanation for the impacts on biodiversity identified • the opinions of local people about the situation • suggestions of how to improve the situation. <p>(I)</p> <p>4. Groups create a 5–7 minute PowerPoint presentation to describe location, impact of global warming on biodiversity and opinions of local people about the issue. (G)</p>	<p>2.1 Learners need to be made aware that the outcomes of the research will be used at a later stage of the unit to make a PowerPoint presentation.</p> <p>2.2 Teachers and learners will need to consider how to organise the work of the group. Some guidance may be given, for example on the need to allocate roles and tasks, and review progress. For example chair, note taker, researchers, presentation writers, and presenters.</p> <p>4. The research, design and delivery of the presentations should involve members of the group taking different roles in a carefully guided and structured way.</p> <p>5. The presentations could be organised and viewed in a variety of different ways, for example from group to group, group to whole class, or posted on website/electronic learning platform for learners to visit independently.</p> <p>Differentiation/extension</p> <p>(a) The degree of structure for the research may be varied for different groups depending on the degree of confidence in using the internet for research. For some groups the task could be</p>	<p>1. Use some YouTube video clips to introduce the idea of biodiversity, or recorded educational programmes on the topic, depending upon local availability.</p> <p>2. Some useful websites on biodiversity are:</p> <p>www.wwf.org.uk www.populationmatters.org www.globalissues.org www.un.org/en/events/biodiversityday/biodiversity.shtml www.un.org/apps/news/story.asp?NewsID=40766&Cr=Biodiversity&Cr1=#.UX6lkErmwg8 www.cbd.int/education/biodiv-edu/ www.decadeonbiodiversity.net/education</p> <p>4. Teachers may provide background resources which give general guidance on making presentations using PowerPoint, including of key software</p>

Learning objectives	Suggested teaching activities	Teaching notes	Learning resources
	<p>5. Groups give the presentations to other groups or the class. (G)</p> <p>6. Learners take notes on the presentations in order to complete a structured exercise showing how global warming will affect different places and people in different ways. The aim is to note that global warming is likely to affect some places or geographical locations more than others and some ways of life more than others. (I)</p> <p>7. Learners write a personal log entry about their own views of the seriousness of global warming in the light of this research. This should include a note about the impact of geographical location on an issue like global warming and the views of local people. (I)</p>	<p>focused only on defined websites as directed by the teacher. The time available will also influence the scope of the research. Learners should be given clear written instructions on the task.</p> <p>(b) Depending upon the familiarity and confidence of learners in using PowerPoint, or alternative software, the task may be teacher directed, or left fairly open; for example over the number of slides and structure of the presentation.</p> <p>(c) The task following the presentations may be a structured exercise involving stepped questions.</p> <p>(d) The task provides opportunity for peer assessment in the review of the presentations.</p>	<p>functions and the way to make effective presentations.</p> <p>6. Teachers may provide learners with a structured framework for noting and recording the presentations to support the activities which follow.</p>
<p>Analyse and evaluate conclusions, arguments, reasoning or claims</p> <p>Assess the impact of research on personal perspectives</p> <p>Communicate views, information and research effectively and convincingly</p>	<p>Responses to climate change – what can we do?</p> <p>1. Analysis of sources – learners are given a range of sources (four or five) on taking individual action about global warming. Learners should analyse the sources in pairs to list the different suggestions for action from each source in a table. The sources should offer a range of types of action and come from different forms of communication – a song, a news or magazine article written by a journalist, and a scientific report written by an expert in the field, and an extract from literature. (P)</p> <p>Learners should add their own suggestions to the table in a separate section. (I)</p> <p>2. Teacher-led class discussion of the sources and</p>	<p>1.1 The sources for the initial task should not be too complex and should offer alternative suggestions for action, contrasting styles, types of source and authorship. The sources may be adapted from source material or written by the teacher, or both, depending upon accessibility of resources. The table to support analysis should contain a number of headings, for example Title of Source, Type of Source, Author, Date, Suggested individual action, Justification.</p> <p>3.1 The ‘ability to see’ refers to someone that can provide expert knowledge about the subject, issue or topic. Through the discussion above, explain that different sources or authors make claims, however some people are more believable than others. Why? Discuss the impact of reputation, personal</p>	<p>1. Sources that can be easily adapted are often found in the material created by environmental pressure groups, including web blogs. The New Internationalist is an excellent source of this type of material; however the articles sometimes require some adaptation to make them accessible.</p> <p>Some websites that might provide a starting point for finding resources:</p> <p>http://en.wikipedia.org/wiki/Individual_and_political_action_on_climate_change</p>

Learning objectives	Suggested teaching activities	Teaching notes	Learning resources
	<p>suggestions for action on climate change.</p> <p><i>Key questions for discussion</i></p> <ul style="list-style-type: none"> • Which suggestions are likely to make a difference to climate change? Why? • Which source is most likely to have suggestions to take seriously and act upon? Why? • What are the differences between the sources in terms of credibility? • In the learners' opinion, which actions are local people most likely to do if asked? How do learners know? <p>(W)</p> <p>3. Teacher-led introduction to the concept of 'ability to see' and reputation. (W)</p> <p>4. Analysis of the 'ability to see' of two further sources/authors on responding to climate change. (I)</p> <p>5. Teacher-led whole class discussion to reinforce understanding of key concepts in critical thinking encountered by learners as selected by teachers for this exercise. (W)</p> <p>6. Personal log or file entry – definitions of key terms encountered and the creation of a table outlining the strengths and weaknesses of different types of source/author as evidence. (I)</p>	<p>experience, education and training, qualifications, career and past record, expertise based on research. This should include teacher-led introductory discussion on how the purpose of sources may influence their quality as evidence, comparing arts, media and scientific research as sources of evidence.</p> <p>3.2 Other aspects of the deconstruction of arguments could be introduced into the exercise by teachers.</p> <p>4. Sources for the second exercise involving analysis of sources should be of contrasting types and from authors with varying degrees of 'ability to see'.</p>	<p>ate_change</p> <p>www.epa.gov/climatechange/wycd/</p> <p>www.theguardian.com/environment/2013/dec/20/conservative-groups-1bn-against-climate-change</p> <p>http://tckctck.org/</p>
Analyse and evaluate conclusions, arguments, reasoning or claims	<p>Do people care enough about climate change to take action?</p> <p>1. Teacher-led whole class discussion of individual action on climate change. The focus should be</p>	<p>1. The teacher should use the context of climate change and the work undertaken in the previous section to inform learners about simple research design using questionnaires. This could take the</p>	<p>1. Resources on questionnaire research can be found in text books designed for school social science subjects. There are also</p>

Learning objectives	Suggested teaching activities	Teaching notes	Learning resources
<p>Assess the impact of research on personal perspectives</p> <p>Communicate views, information and research effectively and convincingly</p>	<p>upon asking questions about which type of individual action to reduce global warming are local people most likely to do in practice. How do we know? Should we accept the views in the sources explored above? To be more confident perhaps we should we test their views and find out for ourselves by doing research? (W)</p> <ol style="list-style-type: none"> Teacher-led presentation on how to conduct research into this issue using questionnaires. Paired research using questionnaires – learners work in pairs to design and implement a short questionnaire to ask local people about their views on what action they would be most willing to take to help reduce global warming. (P) Teacher-led whole class discussion and feedback on the experience of using questionnaires and analysing the data gathered should be undertaken regularly during the process to support growing understanding of the strengths and weaknesses of questionnaires as a research method. (W) Learners should submit a short report of their research. They should state their conclusions about public opinion amongst local people on taking individual action on climate change. (I) Possible written work – essay title: <i>Is individual action the most effective way to reduce global warming?</i> (I) 	<p>form of a presentation to model good practice in presenting or a resource booklet on designing simple questionnaires.</p> <ol style="list-style-type: none"> Provide information about the nature of questionnaires, and closed and open questions. The concepts of 'sample' and 'representative' should be explained. Instruction should also be given on simple analysis of data, reaching conclusions and writing simple research reports. Learners should keep a brief research diary within their reflective learning logs to support evaluation and review of the activity. Learners should be given the task in a structured form in writing, setting out the steps to be taken to design and implement a simple short questionnaire. To keep the task manageable the questionnaire should involve no more than ten closed and open questions and a sample of no more than 20 people. The data might allow some comparison of two different social groups, for example by age or gender. The sample could be based in the community and/or the school. Ideally the questionnaire should be designed in class and conducted for homework. <p>Differentiation/extension</p> <p>Some questions could be made common to all pairs to enable subsequent pooling of results by groups and discussion of the impact of sample size on the quality of the evidence and its representativeness. Data could be analysed using simple research software or an Excel spreadsheet as an alternative</p>	<p>a number of websites that provide access to material on small scale research that can be adapted for local use.</p>

Learning objectives	Suggested teaching activities	Teaching notes	Learning resources
		<p>to manual tally tables.</p> <p>6. The topic can be used by learners as a focus for the Component 2 Essay.</p>	
Assess the impact of research on personal perspectives	<p>Reflection</p> <p>1. Learners are asked to make an entry into their reflective learning logs summarising:</p> <ul style="list-style-type: none"> a. what they have learnt about climate change and biodiversity b. how the research has changed or reinforced their views about the significance of climate change and the need to take action a. how they would respond personally to the challenges of climate change. (1) 		<p>8987 past examination paper:</p> <p>Jun 2013 Paper 11 – provides questions related to topics covered in this unit. http://teachers.org.uk</p>

Scheme of work – Cambridge International AS Level Global Perspectives (8987)

Unit 6: Resources and sustainability

Context

Through the context of the global issue of resources and sustainability the unit is designed to develop four sets of interrelated skills:

- critical thinking
- research
- reflection
- communication.

Learners assess the strengths and weaknesses of different perspectives on issues relating to resources and sustainability. In so doing learners are encouraged to develop an understanding of the nature of trends, patterns, predictions and implications, and the strength and weaknesses of statistical evidence. Learners gather evidence from a variety of sources and the internet. Learners also have the opportunity to present complex issues through debate, presentations and essay writing.

Outline

Learners explore patterns and trends in population growth and the potential impact on resources and sustainability, globally and for different social groups. Learners consider different perspectives on economic growth and sustainable development. Learners also explore issues relating to energy supply and alternative energy. Learners are encouraged to reflect upon and develop their own perspectives and judgements on resources and sustainability. Learners will be dealing with global issues relevant to the following topics: sustainable futures, alternatives to oil, endangered cultures.

Teaching time

Based on a total time allocation of 180 hours for this Cambridge International AS Level course, it is recommended that this unit should take about 45 hours or 25% of the course. It is assumed that the time available per week is approximately 3–4 hours of direct contact time supported by about 2 hours of extension activity.

Learning objectives	Suggested teaching activities	Teaching notes	Learning resources
<p>Analyse and evaluate conclusions, arguments, reasoning or claims</p> <p>Analyse the evidence for conclusions, arguments, reasoning or claims</p> <p>Assess the impact of research on personal perspectives</p> <p>Communicate views, information and research effectively and convincingly</p>	<p>What is the future of population growth?</p> <p>1. Introduction: teacher shows documentary by David Attenborough – ‘How Many People Can Live on Planet Earth?’</p> <p>2. Whole class discussion led by the teacher.</p> <p><i>Key questions for discussion:</i></p> <ul style="list-style-type: none"> What is Attenborough’s main argument? What is the evidence to support his argument? How valid and reliable is this evidence? Is the argument convincing? Why? What are your opinions about the future of population growth based upon this documentary? Is there enough evidence for you to make a judgement? Should we be worried about population growth? Why? <p>(W)</p> <p>3. Teacher shows clips from a documentary by Hans Rosling arguing an alternative point of view about future population growth – Don’t Panic! The Truth About Population.</p> <p>4. Whole class discussion led by the teacher.</p> <p><i>Key questions for discussion:</i></p> <ul style="list-style-type: none"> What is Rosling’s main argument? What is the evidence to support his argument? How valid and reliable is this evidence? 	<p>1. In the documentary Attenborough makes a strong and at times emotional plea for a reduction in population growth and a more sustainable approach to living. It is based on predictions of future population growth. The evidence for these predictions should be evaluated.</p> <p>3. Rosling makes alternative predictions about future population growth based upon different assumptions and trends.</p> <p>6.1 Predictions about population growth made on the basis of past statistical trends are often unreliable because the trend may change or intervening variables might alter the pattern – ultimately the future cannot be known until after it happens. This session is designed to help learners understand and evaluate arguments based on this type of evidence.</p> <p>6.2 The analysis of statistics and sources should be devised by the teacher to give structured opportunity for learners to analyse statistical trends, make predictions and identify implications about population growth for themselves, as well as to evaluate more general sources.</p> <p>Differentiation/extension</p> <p>(a) The statistical and source analysis may vary in the degree of structure and support for different groups of learner.</p> <p>(b) The BBC radio programme ‘More or Less’ could be used to explore the strengths and weaknesses of statistical data.</p>	<p>1. The documentary for the introduction can be found at: http://topdocumentaryfilms.com/how-many-people-can-live-on-planet-earth/ www.bbc.co.uk/news/magazine-24303537</p> <p>6. Source materials on population growth can be found at: www.bbc.co.uk/mediacentre/proginfo/2013/45/this-world-hans-rosling.html www.gapminder.org/videos/the-joy-of-stats/ www.bbc.co.uk/programmes/b03h8r1j www.open.edu/openlearn/dontpanic</p> <p>Some organisations working in the area of population and sustainable development are: www.iisd.org/</p>

Learning objectives	Suggested teaching activities	Teaching notes	Learning resources
	<ul style="list-style-type: none"> <i>Is the argument convincing? Why?</i> <i>What are your opinions about the future of population growth based upon this documentary? Is there enough evidence for you to make a judgement?</i> <i>Should we be worried about population growth? Why?</i> <p>(W)</p> <p>5. Learners read sources discussing the points of view promoted by David Attenborough and Hans Rosling to consolidate understanding of the debate.</p> <p>6. Teacher provides a range of further statistical and other sources on population growth and uses these to establish the meaning of key terms in critical thinking – trends, patterns, projections, predictions, and implications. Learners analyse sources in pairs to identify examples of these types of argument. (P)</p> <p>7. Learners write essay titles:</p> <p><i>What is the future of human population growth in the 21st century?</i></p> <p>Or</p> <p><i>Is continued population growth inevitable?</i></p> <p>Learners should also be encouraged to engage in reflection and make an entry to their log at this stage of the unit. (I)</p>	<p>7. Reflection</p> <p>Learners are expected to develop the skills of reflection during the Global Perspectives course and keep a reflective learning log. Learners should write entries in their logs at the beginning and the conclusion of a unit, as well as at the end of each sequence of work within a unit.</p> <p>At the start of the unit learners should describe personal perspectives or opinions on the importance of issues relating to resources and sustainability.</p> <p>Identify aspects of this topic that learners would like to know more about and explore further.</p> <p>The essay could become a focus for the Component 2 Essay. (I)</p>	<p>http://ingenious.com/</p> <p>http://sustainable-future.org/news/</p> <p>http://data.worldbank.org/indicator/SP.POP.GROW</p> <p>www.worldometers.info/world-population/</p> <p>www.unfpa.org/pds/trends.htm</p> <p>www.populationmatters.org/?gclid=CNbV4oTTlrsCFQkEwwodLmAAPA</p> <p>www.howmany.org/big_picture.php?gclid=COXLvI7TlrsCFUmWtAodTVQAzg</p> <p>www.worldpop.org.uk/data/</p>

Learning objectives	Suggested teaching activities	Teaching notes	Learning resources
<p>Analyse and evaluate conclusions, arguments, reasoning or claims</p> <p>Analyse the evidence for conclusions, arguments, reasoning or claims</p> <p>Assess the impact of research on personal perspectives</p> <p>Communicate views, information and research effectively and convincingly</p>	<p>Are there enough resources for the human race?</p> <p>1. Teacher-led whole class discussion – introduce the issue of potential shortages of resources given population growth in the future, at whatever levels of population actually occur. Introduce other reasons for concern about resources, for example climate change affecting water and food supplies, and economic development putting increasing demands upon energy and resources as people expect higher standards of living.</p> <p><i>Key questions for discussion:</i></p> <ul style="list-style-type: none"> • <i>What are the main reasons for continued population growth?</i> • <i>What are the main implications of population growth?</i> • <i>How is population growth likely to affect resources? Who will be affected the most and least?</i> • <i>How will the supply of resources affect the environment?</i> <p>(W)</p> <p>2. Internet research in groups – each group is given the task of researching the future of a key type of resource – water; oil and gas; food; fish; trees; and metals. (G)</p> <p><i>Key issues for research:</i></p> <ul style="list-style-type: none"> • <i>What is the resource and its main uses?</i> • <i>What is the current trend in usage worldwide and in learners' own country?</i> • <i>What are the predictions about the</i> 	<p>1. The discussion could be started with a short video clip, cartoons or images of resource shortages, or alternatively a science fiction depiction of a future dystopia with chronic resource shortages, to stimulate debate. (I)</p> <p>6. Learners take notes on the presentations in order to complete a structured exercise showing how resource use might affect different places and people in different ways. The aim is to note that change is likely to affect some places or geographical locations more than others and some ways of life more than others, and that there are both benefits and dangers in future patterns of resource usage.</p> <p>7. The essay could become a focus for the Component 2 Essay for some learners.</p> <p>Differentiation/extension</p> <p>(a) The research task can be given to different groups or individuals with differing amounts of structure, scope, length and detail.</p> <p>(b) The PowerPoint presentation could be more structured or extended for different groups.</p> <p>(c) The research could be focused on the impact on different countries, communities or social groups.</p> <p>(d) Specific resources could be researched in greater detail by individuals, or additional resources.</p>	<p>Some websites to begin exploration of the issues might be:</p> <p>http://monthlyreview.org/2013/01/01/global-resource-depletion</p> <p>www.ecoliteracy.org/</p> <p>www.chathamhouse.org/research/energy,-environment-and-resources</p> <p>www.unep.org/</p> <p>http://en.unesco.org/themes/science-sustainable-future</p> <p>Articles discussing new 'fracking' technologies may be found at:</p> <p>http://newint.org/tag/fracking/1</p> <p>www.propublica.org/investigations/</p> <p>www.popularmechanics.com/science/energy/coal-oil-gas/top-10-myths-about-natural-gas-drilling-63865</p> <p>http://geology.com/articles/hydraulic-fracturing/</p> <p>www.foe.co.uk/campaigns/climate/issues/fracking_background_info</p>

Learning objectives	Suggested teaching activities	Teaching notes	Learning resources
	<p><i>availability of the resource in the next fifty years? Why?</i></p> <ul style="list-style-type: none"> • <i>How will maintaining or increasing supplies affect the environment?</i> • <i>Is the current level of resource usage sustainable?</i> • <i>What are the implications of changing levels of supply?</i> • <i>Could technological innovation improve the situation?</i> • <i>Are there any groups of people particularly at risk from changes?</i> <p>3. Individual learners should gather, select and store information from the group research for use later. (I)</p> <p>4. Groups create a 12-minute PowerPoint presentation to describe the future of the use of the resource and possible implications. (G)</p> <p>5. Groups give the presentations to other groups or the class. (G)</p> <p>6. Teacher-led whole class discussion – from the experience of the research and presentations, discuss the main potential benefits and problems associated with increasing demand for resources. (W)</p> <p>7. Suggested written work – essay title:</p> <p><i>Are predictions of scarce resources in the future justified? (I)</i></p>	<p>(e) Examples of new technologies and their impact on resource supply could be explored e.g. fracking; nanotechnology and graphene.</p>	<p>rmation_33157.html</p>
Analyse and	Is economic growth sustainable?	2.1 The exact rules can be varied to suit the	2. A variety of different models for

Learning objectives	Suggested teaching activities	Teaching notes	Learning resources
<p>evaluate conclusions, arguments, reasoning or claims</p> <p>Analyse the evidence for conclusions, arguments, reasoning or claims</p> <p>Assess the impact of research on personal perspectives</p> <p>Communicate views, information and research effectively and convincingly</p>	<p>1. Teacher-led introduction to the theory of economic growth and the raising of standards of living. A documentary film or video clip from YouTube or Vimeo may be a suitable starting point for discussion.</p> <p>2. Whole class introduction by teacher – depending on the level of familiarity of learners with debating, the teacher introduces the concept of a formal debate and illustrates the process, perhaps through YouTube examples and by giving learners a copy of the basic rules of debate. Encourage understanding of the reasons for rules in debate and the importance of listening and understanding the arguments from another perspective before reaching decisions. The element of competition also gives debates some stimulus.</p> <p>The teacher organises the class for a formal debate in which two sides argue for and against a proposition. The class is divided into two groups, one to research and prepare speeches for and the other to research and prepare speeches against the motion.</p> <p>The motion for debate should be as follows, or similar:</p> <p><i>Economic growth is the only way to ensure a reasonable standard of living for everyone. (W)</i></p> <p>3. Each group should be organised into a variety of roles for the debate and for research prior to the writing of the speeches. There should be two or three formal speeches by each side. Those not</p>	<p>preferred model for debate of the teacher and the needs of the class. It is important to ensure that all learners have a significant role so that they remain engaged in the process. All of the learners should have a stake in the outcome and be required to use the debate to inform a piece of work. This topic could be debated through a ‘tennis debate’ or ‘parliamentary debate.’</p> <p>2.2 Researchers and speech writers will need to be given guidance about how much material is required and how long to take in preparation. The speeches should not be too complicated and focus on key issues with some supporting evidence. Teachers may provide guidelines for writing effective speeches as well.</p> <p>4.1 To prepare for the debate each group of learners needs to research arguments about the issue.</p> <p>Arguments for economic growth might be:</p> <ul style="list-style-type: none"> • higher standard of living for people • cheaper goods • responds to needs of growing populations • helps to reduce poverty • pays for better healthcare, education and social services • increases lifespan • more choice of goods, services and lifestyles <p>Arguments against economic growth might be:</p> <ul style="list-style-type: none"> • natural resources become scarce 	<p>organising debates can be found on websites for teachers and debating in general. For example, at the following websites:</p> <p>www.edu.gov.mb.ca/k12/cur/socs/tud/frame_found_sr2/tns/tn-13.pdf</p> <p>www.educationworld.com/a_lesson/lesson/lesson304.shtml</p> <p>www.actdu.org.au/archives/actein_site/basicskills.html</p> <p>www.proquestk12.com/productinfo/pdfs/MiniDebate_Teachers.pdf</p> <p>2. Some useful websites relating to issues of economic growth might be:</p> <p>www.theguardian.com/sustainable-business/sustainable-model-economic-growth-future-supply</p> <p>www.economist.com/news/special-report/21585100-contrary-popular-belief-economic-growth-may-be-good-biodiversity-long-view</p> <p>http://allafrica.com/stories/201307220937.html</p> <p>www.elsevier.com/connect/economic-growth-and-sustainability-are-</p>

Learning objectives	Suggested teaching activities	Teaching notes	Learning resources
	<p>speaking formally should be instructed to prepare and ask questions, note the main arguments of each side and eventually decide which side has won the debate and vote accordingly. (G)</p> <p>4. To prepare for the debate each group of learners needs to research various aspects of the arguments for and against freedom of speech. This might be from internet websites or resources supplied by the teacher. (G)</p> <p>5. Each side may be given the opportunity to rehearse the speeches in front of their teams to be given feedback on the effectiveness of the arguments and the use of reasoning and evidence. This also gives opportunity for questions for the opposition to be devised. (G)</p> <p>6. The debate is held and a vote taken. The main outcome is noted. (W)</p> <p>7. Teacher-led discussion of the outcomes of the debate to review the reasons for the vote. Use the key terms and concepts of critical thinking and evaluation of evidence encountered in the Global Perspectives course to inform the discussion about the effectiveness of the arguments and reinforce learning. (W)</p> <p>8. Possible written work – essay titles:</p> <p><i>Does economic growth benefit everyone?</i></p> <p>Or</p> <p><i>Is economic growth sustainable?</i></p>	<ul style="list-style-type: none"> • widens inequalities • creates competition that could lead to conflict and social unrest • more industrial pollution • doesn't create happiness • threatens some cultures • creates climate change <p>Differentiation/extension</p> <p>(a) The teacher may wish to give a more structured framework for the speech writing and research to some learners.</p> <p>(b) The speeches could be videoed for analysis and evaluation; or edited highlights could be shown later as part of a review activity. This would give opportunity for peer assessment.</p> <p>(c) Some learners might be encouraged to read sources outlining different economic theories of growth.</p> <p>8. The essay could become a focus for the Component 2 Essay for some learners.</p>	<p>they-mutually-exclusive</p>

Learning objectives	Suggested teaching activities	Teaching notes	Learning resources
	(I)		
<p>Analyse and evaluate conclusions, arguments, reasoning or claims</p> <p>Assess the impact of research on personal perspectives</p> <p>Communicate views, information and research effectively and convincingly</p>	<p>What is sustainable development?</p> <p>1. Teacher-led introduction to the concept of sustainable development in preparation for a visit by a representative of an organisation promoting this approach to world development. This might involve:</p> <p>(i) showing a documentary film or case study about a practical project designed to promote sustainable development, supported by documentary material, if possible.</p> <p>(ii) reading of several sources describing sustainable development as a model of future growth and development. (W)</p> <p>2. Whole class question and answer session with visitor(s) from an organisation(s) promoting sustainable development.</p> <p><i>Key questions for discussion:</i></p> <ul style="list-style-type: none"> • <i>Why do you support sustainable development?</i> • <i>What are the main principles and values behind sustainable development?</i> • <i>Is sustainable development fair and supportive of human rights?</i> • <i>How is sustainable development achieved in practice? Are there projects that show this approach in practice?</i> • <i>What is green sustainable development?</i> • <i>What are the barriers to sustainable development?</i> 	<p>1. The material could relate to either international or local concerns and should be based upon materials available locally.</p> <p>2. Ask learners to take brief notes from the interview to support subsequent discussion. This can be in the form of notes from answers to questions that the visitors may be given or about different aspects of sustainable development. Preparation of the class for the visit is very important – this should include group work to prepare questions in advance and how the visit will be managed. There is an opportunity for learners to ‘meet and greet’, chair and host the event. This develops communication and social skills, and confidence. The aim of the session is to explore the core values behind the sustainable development movement and to consider the potential impact of their ideas on development through a fairer distribution of wealth and environmentally sensitive economic activity.</p> <p>3.1 Materials for the documentary analysis may be found from local sources as well as on the internet. The overall aim is to develop learners’ understanding of and highlight the key critical thinking concepts of values, claims, predictions and consequences as shown in the literature from the sustainable development movement.</p> <p>3.2 Media material may also be used to support this activity. International organisations like the UN and The World Bank have resources to support as well.</p>	<p>1. Promotional literature from organisations that promote sustainable development locally and internationally are needed. Some websites to begin gathering this type of resource might be:</p> <p>www.devdir.org/</p> <p>http://blueandgreentomorrow.com/</p> <p>www.worldsustainable.org/</p> <p>www.iied.org/news-blogs</p> <p>www.oecd.org/greengrowth/</p> <p>3. The United Nations, World Bank and International Labour Organisation have useful websites relating to this issue.</p> <p>Some specific organisations might include:</p> <p>www.raleighinternational.org/</p> <p>www.fairtrade.net/</p> <p>http://think-global.org.uk/</p>

Learning objectives	Suggested teaching activities	Teaching notes	Learning resources
	<ul style="list-style-type: none"> <i>What can be done to achieve sustainable development globally?</i> (W) <p>3. Individual or paired documentary analysis of materials from pressure groups or businesses supporting sustainable development.</p> <p><i>Key questions for research:</i></p> <ul style="list-style-type: none"> <i>What are the main aims of sustainable development?</i> <i>How did the sustainable development movement begin?</i> <i>What are the main ways to achieve sustainable development?</i> <i>What are the main barriers to sustainable development?</i> <i>How can sustainable development be promoted?</i> <p>(I) or (P)</p> <p>4. Individual written work: essay with the title:</p> <p><i>Can sustainable development ensure a reasonable standard of living for everyone?</i></p> <p>Or</p> <p>Produce an advertising campaign for sustainable development. This could be focused upon written or digital materials e.g. a website or promotional video or photographic exhibition with commentary. (I)</p>	<p>Differentiation/extension</p> <p>(a) Research and evaluate a sustainable development project.</p> <p>(b) Research different approaches to sustainable development, perhaps contrasting 'green' and local 'transition' movements.</p>	
Analyse and	How do we provide energy for a sustainable	1. There are many energy interest groups producing	2. The Moja Island simulation

Learning objectives	Suggested teaching activities	Teaching notes	Learning resources
<p>evaluate conclusions, arguments, reasoning or claims</p> <p>Analyse the evidence for conclusions, arguments, reasoning or claims</p> <p>Assess the impact of research on personal perspectives</p> <p>Communicate views, information and research effectively and convincingly</p>	<p>future?</p> <ol style="list-style-type: none"> 1. Teacher-led introduction to the issue of energy supply in the future. Use sources, media material, documentary film and other resources as available locally. 2. Simulation on the provision of energy for a small community in a developing country – Moja Island. Learners work in groups to discuss the most appropriate technologies to be used to provide electricity for this community. Groups share their solutions with the class. 3. Teacher-led whole class discussion. <p><i>Key questions for discussion</i></p> <ul style="list-style-type: none"> • <i>What types of energy provision are most likely to be effective in this environment? Why?</i> • <i>How might the culture and traditional way of life affect the response of the people to the proposals?</i> • <i>How could the introduction of electricity affect the way of life of the people?</i> • <i>Are renewable sources of energy applicable to larger populations?</i> • <i>Can we rely on science to find solutions to climate change, shortages and other energy issues across the world?</i> <p>(W)</p> <ol style="list-style-type: none"> 4. Individual learner research into an energy issue of their choice. This might involve collecting primary or secondary evidence. The task might 	<p>suitable introductory materials to the issue of energy provision in the future and renewable and sustainable energies. Locally based materials are recommended.</p> <p>2. The simple but effective discussion based simulation is produced by Practical Action and available free to teachers on the internet. The simulation takes about one to two hours to complete. All of the necessary materials are provided. These could be developed further and extended, or adapted to the local context.</p> <p>Differentiation/extension</p> <p>(a) The simulation could be adapted to involve role play and the introduction of staged scenario, for example the discovery of a rare natural resource that could be exploited, or a new threat from climate change.</p> <p>4. Suitable issues for research might be:</p> <ul style="list-style-type: none"> • nuclear energy • renewable energy • intermediate technologies and energy • environmental impact of different energy sources • energy and climate change • fracking • other. 	<p>may be found at:</p> <p>http://practicalaction.org/moja-island-1</p> <p>Some useful general resource sites might be:</p> <p>http://practicalaction.org/climate-change-resources</p> <p>www.energyzone.net/aboutenergy/res_teacher_teaching.asp</p> <p>http://data.worldbank.org/topic/energy-and-mining</p>

Learning objectives	Suggested teaching activities	Teaching notes	Learning resources
	<p>be seen as practice for the Component 2 Essay in which learners evaluate contrasting perspectives on a global issue.</p> <p>5. Possible written work:</p> <ol style="list-style-type: none"> Learners produce an essay in preparation for assessment. Learners write a report of their research. 		
<p>Analyse and evaluate conclusions, arguments, reasoning or claims</p> <p>Analyse the evidence for conclusions, arguments, reasoning or claims</p> <p>Assess the impact of research on personal perspectives</p> <p>Communicate views, information and research effectively and convincingly</p>	<p>Is it possible to create a sustainable future?</p> <ol style="list-style-type: none"> Teacher-led introduction to taking action to create sustainable approaches to development. This could be illustrated with text and examples of different media from environmental pressure groups that encourage people to campaign for change. (W) In pairs learners participate in an in-tray exercise. Learners are given a series of notes or requests from others seeking help in promoting green sustainable development. Learners have to decide which action to support by placing them in order of priority. Reasons for the order of priority need to be noted. (P) Two pairs have to share their priorities and collectively as group choose two requests for action that they believe should have highest priority. The group needs to note the reasons for their choice. (G) Each group is given two minutes to present and explain their choice to the class using flip chart. Teacher-led whole class discussion. 	<p>1.1 Teachers should ensure that the examples suggest a range of different types of action at an individual, local, national and international level. Different campaigns for different issues should be used to provide some diversity e.g. energy; pollution; mining; resource depletion; climate change; endangered species; etc</p> <p>2.1 Learners need to be given requests for help in a variety of forms simulating the many approaches or requests that are received by people in everyday life – letters, leaflets, tweets, advertisements, personal sponsorship, etc.</p> <p>2.2 The exercise is designed to develop prioritisation, judgement and decision making skills; it also encourages consideration of the arguments for and against different types of action, and the likelihood of change.</p> <p>Differentiation/extension</p> <p>(a) Teachers may allow learners to research the background to the specific cause being promoted and the effectiveness of the proposed action to</p>	<p>Some materials on sustainable futures and green campaigns:</p> <p>www.theguardian.com/global-development-professionals-network/2013/nov/15/top-10-climate-change-campaigns</p> <p>www.worldwrite.org.uk/damned DVD on debt and aid issues.</p> <p>www.worldvision.org.uk Resources on trade and aid issues.</p> <p>http://blogs.worldbank.org/youthink/</p> <p>Many resources, links and case studies.</p> <p>Also Oxfam, Christian Aid, UNICEF and other charitable sites.</p>

Learning objectives	Suggested teaching activities	Teaching notes	Learning resources
	<p><i>Key questions for discussion:</i></p> <ul style="list-style-type: none"> • Which actions are the most popular? Why? • How did the groups decide? • What were their main criteria for making judgements? • When confronted by many competing demands for action or activity how do you make decisions about priorities? <p>The teacher may take a vote to establish the class priority to stimulate discussion. The teacher should list criteria for making judgements and possibly establish a simple model for prioritising or decision making. (W)</p> <p>6. Suggested written work:</p> <p>Through personal reflection write a list of personal criteria for deciding whether or not to support a cause or social movement and to decide what action you are prepared to take.</p> <p>Written essay titles:</p> <p><i>Think global, act local. Is this approach the best way to create change?</i></p> <p>Or</p> <p><i>Is coordinated global action the best way to solve shortages in natural resources?</i></p> <p>(I)</p>	<p>provide evidence to form the basis of the judgement. Other opinions may be sought as well.</p> <p>(b) Invite representatives of several local campaigning groups into the school to talk about their campaigns and actions in order to discuss the effectiveness of different forms of action.</p> <p>(c) Make an environmental project a focus for school community action and charitable giving, with targeted support from Global Perspectives learners.</p> <p>(d) In preparation for the external assessment for Component 2 Essay, learners might use this topic as the basis for their work or as practice.</p>	
Assess the impact of research on personal	<p>Reflection</p> <p>1. Learners are asked to make an entry into their</p>		

Learning objectives	Suggested teaching activities	Teaching notes	Learning resources
perspectives	<p>reflective learning logs summarising:</p> <ul style="list-style-type: none"> a. what they have learnt about resources and sustainable development b. changes to their own views on any of the issues explored as a result of research and listening to the perspectives of others. (I) 		

Scheme of work – Cambridge International AS Level Global Perspectives (8987)

Unit 7: Globalisation

Context

Through the context of the issue of globalisation the unit is designed to develop four sets of interrelated skills:

- critical thinking
- research
- reflection
- communication.

Learners are encouraged to assess the strengths and weaknesses of different perspectives and make judgements about the relative value of different points of view. In so doing learners are encouraged to develop empathy and respect for alternative points of view. Learners gather secondary evidence from a variety of sources and the internet and have the opportunity to present the outcomes of research in a variety of different ways. Learners assess evidence drawn from a range of sources, as well as systematic research, including historical and personal accounts.

Outline

Learners explore the nature and causes of globalisation through sources, film and the media. Learners consider the impact of globalisation on migration, tourism, indigenous people and culture. Learners also assess the role of multinationals and a variety of different perspectives and social movements that have developed in response to globalisation. Learners are encouraged to reflect upon their own perspectives and approach to the issues raised by globalisation. Learners will be dealing with global issues relevant to the following topics: globalisation of economic activity, migration and work, endangered cultures, transnational organisations (UN, World Bank, EU, NATO).

Teaching time

Based on a total time allocation of 180 hours for this Cambridge International AS Level course, it is recommended that this unit should take about 45 hours or 25% of the course. It is assumed that the time available per week is approximately 3–4 hours of direct contact time supported by about 2 hours of extension activity.

Learning objectives	Suggested teaching activities	Teaching notes	Learning resources
<p>Analyse and evaluate conclusions, arguments, reasoning or claims</p> <p>Analyse the evidence for conclusions, arguments, reasoning or claims</p> <p>Assess the impact of research on personal perspectives</p> <p>Communicate views, information and research effectively and convincingly</p>	<p>What is globalisation?</p> <p>1. Paired analysis of news articles from the media illustrating different aspects of globalisation. Learners analyse the articles to prepare for whole class discussion. (P)</p> <p>2. Teacher-led whole class discussion.</p> <p><i>Key questions for discussion:</i></p> <ul style="list-style-type: none"> <i>What is meant by globalisation?</i> <i>What aspects of life does globalisation affect?</i> <i>What are the main causes of globalisation?</i> <i>How accurate and reliable are news items from these sources?</i> <p>(W)</p> <p>3. Show the film 'Babel' or another drama or documentary depicting globalised relationships between different groups of people. Learners take notes whilst watching the film in preparation for whole class discussion.</p> <p><i>Key questions for discussion:</i></p> <ul style="list-style-type: none"> <i>How are the lives of the main characters interconnected?</i> <i>What makes the interconnected relationships across the world possible?</i> <i>What are the potential benefits and problems of globalised relationships shown in the film?</i> <i>How do these conflicts interrelate?</i> <i>How accurate are film depictions of</i> 	<p>1. A wide range of reported events or issues could be used. For example the opening of an international brand of shops, images of terrorism being transmitted worldwide, the different nationalities of elite football teams, international cooperation over aid or research, etc.</p> <p>3.1 'Babel' is a 2006 international drama film directed by Alejandro González Iñárritu and written by Guillermo Arriaga.</p> <p>3.2 Introduce the background to the film and explain that there are some scenes of conflict involving force. As with all media material, teachers should view the film in advance to judge suitability. It would be possible to show several scenes only, if preferred.</p> <p>4. Reflection</p> <p>Learners are expected to develop the skills of reflection during the Global Perspectives course. One way is to keep a reflective learning log. Learners should write entries in their logs at the beginning and the conclusion of a unit, as well as at the end of each sequence of work within a unit.</p> <p>At the start of the unit learners should describe personal perspectives or opinions on the importance of globalisation as an issue in the contemporary world.</p> <p>Identify aspects of globalisation that learners would like to know more about and explore further.</p> <p>Differentiation/extension</p> <p>(a) Learners could survey the food available in a</p>	<p>1. Many newspapers create thematic searches that will provide examples of articles. For example:</p> <p>www.theguardian.com/world/globalisation</p> <p>www.aljazeera.com/Services/Search/?q=globalisation</p> <p>A UNESCO website for teachers engaged in teaching about globalisation:</p> <p>www.unesco.org/education/tlsf/methods/theme_c/mod13.html</p> <p>Some websites with access to resources on globalisation:</p> <p>www.globalisation.eu/</p> <p>www.globalization101.org/</p> <p>www.globaleducation.edu.au/teaching-activity/whats-globalisation-got-to-do-with-me.html</p> <p>www.wdm.org.uk/</p>

Learning objectives	Suggested teaching activities	Teaching notes	Learning resources
	<p><i>globalisation? Why?</i> (W)</p> <p>4. Possible written work – learners undertake a structured written exercise based on educational sources selected by the teacher that define and explain the nature and development of globalisation.</p> <p>An entry to the reflective learning log to encourage reflection would be of value at the start of the unit. (I)</p>	<p>local market, shop or supermarket to map the origin of the food by place of production and manufacturer. The exercise should demonstrate that food is exported around the world mainly by multinationals – an example of globalisation and mutual interdependence.</p> <p>(b) Learners might research changes in the pattern and growth of world trade, perhaps using the World Bank, UN and other international organisation websites and data bases.</p>	
<p>Analyse and evaluate conclusions, arguments, reasoning or claims</p> <p>Analyse the evidence for conclusions, arguments, reasoning or claims</p> <p>Assess the impact of research on personal perspectives</p> <p>Communicate views, information and research effectively and convincingly</p>	<p>Why do people migrate?</p> <p>1. Teacher-led whole class discussion of learners' experience of migration or moving. Ask class to do a quick survey of how many learners have moved within and/or between countries. Apply the same question about parents and grandparents.</p> <p><i>Key questions for discussion:</i></p> <ul style="list-style-type: none"> • <i>Why are people moving today?</i> • <i>What are the main reasons for moving?</i> • <i>Where did people move from and to? How did they choose?</i> • <i>Is this pattern the same as in the past?</i> <p>(W)</p> <p>2. Show a film or documentary that highlights the issue of migration. Learners note information as directed. (I)</p> <p>3. Teacher-led whole class discussion based on the film.</p>	<p>1.1 Migration is one of the main consequences of globalisation as people move to find work and improve their standard of living, especially in times of economic recession and when people are living in poverty.</p> <p>1.2 The teacher should record the simple statistics on the whiteboard or flipchart. Note the proportion of the class with experience of migration. Compare this with past generations. This is intended to be a short, fun 'starter' activity. It could be oral or supported by a short written class survey.</p> <p>2. The film or documentary should be chosen by the teacher. The film or documentary could highlight a historical or contemporary example, or a local or international example. The teacher should select the case study depending upon the availability of resources. The example of migration could be:</p> <ul style="list-style-type: none"> • migration between continents, nations and within countries • historic migrations from Europe to North America or Australia to escape poverty and 	<p>1. Sources of general resources and film on migration that are particularly useful include:</p> <p>www.murthy.com/immigration-in-the-movies/</p> <p>http://en.wikipedia.org/wiki/Category:Films_about_immigration</p> <p>www.takepart.com/article/2008/04/10/top-10-immigration-films-watch-today-act-tomorrow</p> <p>www.pbs.org/independentlens/films/immigration/</p> <p>YouTube – use search terms migrant, immigration, emigration, refugees and look for suggestions from above sites on YouTube</p> <p>2. There are many films, documentaries and television</p>

Learning objectives	Suggested teaching activities	Teaching notes	Learning resources
	<p><i>Key questions for discussion</i></p> <ul style="list-style-type: none"> • <i>What was the historical and geographical background to the situation?</i> • <i>What were the main reasons for migrating?</i> • <i>Where did people move from and to? How did they choose?</i> • <i>What was the experience of being a migrant like?</i> • <i>Did migration improve their life chances? Why? (W)</i> <p>4. Teacher-led whole class discussion reinforcing the meaning of perspective and issue, and the difference between a local and global issue, as well as historical influences on perspectives. (W)</p>	<p>‘seek a better life’</p> <ul style="list-style-type: none"> • trade migration e.g. Silk Route or working for an international organisation or company • migration due to slavery or persecution • refugee migration e.g. from Syria • migration due to civil war as in Sudan • migration from North Africa to Europe across the Mediterranean Sea for work <p>Suggesting learners take brief notes from the film or documentary helps to focus them on key issues and supports subsequent discussion. This can be in the form of questions that the film may answer or about different aspects of migration in a table e.g. reasons; hopes and fears; impact and challenges</p> <p>3. and 4. A global issue goes beyond the local or national context and is experienced by people in most parts of the world and wherever they live or work. A perspective is a viewpoint or standpoint, sometimes embedded in or strongly informed by a belief system, culture or world view.</p> <p>Differentiation/extension</p> <p>(a) Show an additional film on another contrasting case of migration either historically or from another part of the world and compare the similarities and differences.</p> <p>(b) Learners analyse an article about migration that includes issues of a local and global nature indicating which issues are local, national and international.</p> <p>(c) Introduce the concept of ‘push-pull’ factors and use this to analyse the case studies of</p>	<p>programmes which focus upon migration. Teachers should select one which is available and reflects their own interest in the issue. Some may provoke strong responses from learners and may contain material that should be carefully selected or edited for a school environment – teachers must view and judge suitability before using with a class.</p> <p>Other useful sites for material on this unit and others include:</p> <p>www.freedocumentaries.org/int.php?filmID=180</p> <p>www.cutv.ws/documentaries/watch-online/filmedia/films.php#view=thumb&page=1&tags=migration</p> <p>www.ipsnews.net/news/human-rights/migration-refugees/</p> <p>www.hrw.org/topic/migration</p> <p>www.un.org/en/development/desa/population/</p> <p>http://web.worldbank.org/WBSITE/EXTERNAL/TOPICS/0,,contentMDK:21924020~pagePK:5105988~piPK:360975~theSitePK:214971,00.html</p>

Learning objectives	Suggested teaching activities	Teaching notes	Learning resources
		migration. Explore the role of new technology and social media in encouraging migration.	
<p>Analyse and evaluate conclusions, arguments, reasoning or claims</p> <p>Analyse the evidence for conclusions, arguments, reasoning or claims</p> <p>Assess the impact of research on personal perspectives</p> <p>Communicate views, information and research effectively and convincingly</p>	<p>How does migration affect people?</p> <p>1. Pairs of learners undertake internet research to explore the history of a large scale migration. The pairs should research a case study of migration in different parts of the world as allocated by the teacher. The pairs should try to discover answers to the following questions:</p> <ul style="list-style-type: none"> <i>Why did the migration occur?</i> <i>What was the impact on the migrants?</i> <i>What was the reaction of the host community?</i> <p>The pairs are also given the task of finding five historical sources or pieces of evidence that 'tell the story' or symbolise the experience of the people leaving home and moving to another country. The evidence must focus on the experience of being a migrant at that time. The sources should be from the historical period and include newspaper stories, first hand accounts, cartoons, photographs and personal diaries.</p> <p>The pieces of evidence are used to create a diary account from the perspective of being a migrant at the time. The diary account should try to be authentic in tone and describe a typical experience or event that is likely to have affected an immigrant entering a foreign country. The sources should be included in the diary account as if the migrant who is the subject had created a scrapbook of</p>	<p>1.1 The diary should reflect not only typical experience but also the historical and cultural context of the migration. A scene from a historical film or TV series could be used as a stimulus, and teachers could find or write some historical diary entries as exemplars to guide learners.</p> <p>1.2 Examples of historic migrations that could be explored are:</p> <ul style="list-style-type: none"> slavery in the US and UK the Silk Route and trading through Eurasia Jewish migration in the mid 20th Century Indian immigration to the UK from Uganda in the 1960s immigration from Europe to the Americas in the 19th and 20th centuries refugees from conflict in recent history, for example from Africa to Europe <p>Differentiation/extension</p> <p>(a) The teacher may wish to give a more structured framework for the diary entry to support some learners.</p> <p>(b) More entries to the diary could be created to 'tell a story' of migrant experience as it evolved over time.</p> <p>4. Ensure that learners not only understand the nature of the different types of evidence, but also consider the uses or value of each. A table could be</p>	<p>1. Some historical examples of migration that could be researched include:</p> <p>Sudan</p> <p>www.youtube.com/results?search_query=lost+boys+of+sudan&oq=lost+boys+of+sudan&gs_l=youtube.</p> <p>America in the past and today from Mexico</p> <p>http://thesocietypages.org/colorline/2011/01/26/best-immigration-documentaries-part-1-history-and-global-context/</p> <p>http://besthistorysites.net/index.php/american-history/immigration</p> <p>A range of different videos and resources are available at these sites:</p> <p>www.facinghistory.org/resources/collections/immigration?_kk=immigration%20videos&_kt=3fa92935-a5b5-4c4b-bd21-c4096e7d3ae1&gclid=CPuqhl7VhLoCFS3HtAodCgoAJA</p>

Learning objectives	Suggested teaching activities	Teaching notes	Learning resources
	<p>contemporary material to support their view of life at the time. (P)</p> <p>2. The pairs briefly outline the historical setting and then read the diary accounts to the whole class who make a note of the key experiences of being a migrant in the past. (P)</p> <p>3. Teacher-led whole class discussion of the historical diary accounts around the following issues:</p> <ul style="list-style-type: none"> <i>What were the main positive and negative experiences of being a migrant in the past?</i> <i>Is this different from the experience of migrants today?</i> <i>Which diary account seemed to be the most believable or authentic?</i> <i>Which diary account used the evidence most effectively? Why?</i> <i>How useful are historical accounts of events and documents as evidence?</i> <p>(W)</p> <p>4. Through whole class discussion, the teacher explains and highlights the strengths and weaknesses of different types of evidence:</p> <ul style="list-style-type: none"> film photographic historical documents witness accounts personal experience. <p>(W)</p> <p>5. Learners should make a note of the strengths and</p>	<p>completed with the following headings:</p> <p>Type; Definition; Example; Strengths; Weaknesses</p> <p>Learners should also understand the concepts of 'sufficiency', 'representative', 'relevance' and 'generalise' as applied to evidence.</p> <p>6. The source for analysis and evaluation for assessment purposes could be real or created by the teacher. It may be helpful for learners to relate the source to one of the examples of migration studied in the unit.</p> <p>Differentiation/extension</p> <p>(a) Different sources could be created with different levels of complexity for different learners. These could be used in class or for homework to reinforce learning or test in more depth.</p> <p>(b) Additional sources could be introduced.</p>	<p>www.history.ac.uk/ihr/Focus/Migration/</p> <p>www.nationalgeographic.co.uk/xp/editions/lessons/09/g68/migration/guidelearner.pdf</p> <p>www.unhcr.org.uk/</p> <p>www.un.org/cyberschoolbus/briefing/refugees/</p> <p>www.un.org/en/globalissues/briefingpapers/refugees/overviewofforceddisplacement.html</p>

Learning objectives	Suggested teaching activities	Teaching notes	Learning resources
	<p>weaknesses of the different types of evidence in a table in their files. (I)</p> <p>6. Learners are given an historical source by the teacher to analyse and evaluate as evidence using the concepts of sufficiency, representative, relevance and generalise as applied to evidence to test understanding. (I)</p> <p>7. Possible written work – essay title:</p> <p><i>Do the risks of migration outweigh the potential benefits? (I)</i></p>		
<p>Analyse and evaluate conclusions, arguments, reasoning or claims</p> <p>Analyse the evidence for conclusions, arguments, reasoning or claims</p> <p>Assess the impact of research on personal perspectives</p> <p>Communicate views, information and research effectively and convincingly</p>	<p>What are the benefits and problems of tourism?</p> <p>1. Show a documentary highlighting the negative impact of tourism on the local community and/or air transport on the environment. (W)</p> <p>2. Teacher-led whole class discussion of the following questions:</p> <ul style="list-style-type: none"> <i>How has mass transportation and air travel made international tourism possible?</i> <i>Why is tourism so popular?</i> <i>What are the main trends in tourism?</i> <i>What are the potential benefits of tourism highlighted in the documentary?</i> <i>What are the potential problems of tourism highlighted in the documentary?</i> <i>How useful and reliable are films as evidence? (W)</i> <p>3. Analysis of a newspaper article discussing the impact of tourism on indigenous people. In pairs learners read the newspaper article, 'How Indigenous Communities are Driving Sustainable</p>	<p>1. Learners take brief notes from the film to focus them on key issues and help support their contribution to subsequent discussion. This can be in response to teacher-directed questions about the film or generally.</p> <p>3.1 The review of the source provides an opportunity for learners to practice the analysis and evaluation of sources using some of the concepts encountered in the course.</p> <p>3.2 The source suggests that tourism can be good for indigenous people. The exercise is designed to help learners analyse and evaluate the argument in the source. Learners should analyse the source as follows:</p> <ul style="list-style-type: none"> reasons and arguments that tourism can be good for indigenous people evidence used to support the idea that tourism can be good for indigenous people reasons and arguments that tourism can be 	<p>1. YouTube and Vimeo are good sources. The websites on tourism listed below also have links to possible resources.</p> <p>3. The source for the article on tourism and indigenous people is:</p> <p>www.theguardian.com/sustainable-business/sustainable-tourism-indigenous-communities</p> <p>The source for the extension exercise (a) may be found at:</p> <p>www.theguardian.com/sustainable-business/eco-tourism-peru-amazon-engaging-communities</p> <p>Other sources on indigenous tourism might include:</p>

Learning objectives	Suggested teaching activities	Teaching notes	Learning resources
	<p>Tourism' and use different coloured highlighters to analyse the content and argument of the Source. (P)</p> <p>4. Two pairs share their analysis of the source and then discuss as a group of four their response to the following structured exercise in writing:</p> <ul style="list-style-type: none"> <i>What are the potential benefits of tourism to local cultures highlighted in the article?</i> <i>What is the evidence presented for the point of view that tourism can be beneficial?</i> <i>What are the potential dangers of tourism to local cultures highlighted in the article?</i> <i>What is the evidence presented for the point of view that that tourism can be dangerous?</i> <i>Is the article balanced? Give reasons for your opinion.</i> <i>What is the conclusion of the author?</i> <i>Is this conclusion credible?</i> <i>How could the argument in the article be improved? What additional arguments or evidence would you add?</i> <i>Do the arguments, evidence and conclusions apply to tourism everywhere? Give reasons for your opinion.</i> <i>What are the strengths and weaknesses of newspaper articles as sources of evidence?</i> <i>What other forms of evidence would be needed to get a reliable view of this type of tourism?</i> <p>(P)(G)</p> <p>5. Possible written work – individually learners produce written answers to the questions above describing their own point of view about the source</p>	<ul style="list-style-type: none"> bad for indigenous people evidence used to support the idea that tourism can be bad for indigenous people. <p>4. The exercise is designed to encourage the sharing of learning and verbal discussion of the outcomes of the analysis.</p> <p>6. These can be obtained from travel agents and directly from the websites of companies and agents.</p> <p>8. There are many articles in national and international newspapers, as well as from websites exploring these issues.</p> <p>Differentiation/extension</p> <p>(a) Learners analyse a second article to deepen understanding of the issues and practise skills. This may be selected by the teacher or the article, 'Eco-tourism in Peru: community engagement and preserving biodiversity' as listed in the resources section may be used.</p> <p>(b) Learners could interview people who have volunteered overseas to gather alternative perspectives and evidence on the issues.</p>	<p>www.abc.net.au/news/2013-10-10/canada-indigenous-tourism/5013960</p> <p>http://travel.nationalgeographic.com/travel/sustainable/professionals.html</p> <p>There are many internet sites and sources on the impact of tourism.</p> <p>Some websites to use as starting points for research on tourism include:</p> <p>www.culturalsurvival.org/ourpublications/csqa/article/the-history-indigenous-peoples-and-tourism</p> <p>www.tourismconcern.org.uk/indigenous-people-tourism.html</p> <p>www.twinside.org.sg/twnintro.htm</p> <p>http://conscious.travel/</p> <p>www.ecotourism.org/indigenous-knowledge</p>

Learning objectives	Suggested teaching activities	Teaching notes	Learning resources
	<p>and its potential relevance to other tourist destinations or forms of tourism. (I)</p> <p>6. Teacher provides learners with several brochures or access to websites promoting volunteer tourism or gap years. In pairs, learners analyse the brochures and websites to deconstruct the values and motivation being used to sell these activities. (P)</p> <p>7. Whole class discussion.</p> <p><i>Key questions for discussion</i></p> <ul style="list-style-type: none"> • <i>What is volunteer tourism?</i> • <i>What are the values and motives behind volunteer tourism?</i> • <i>What is the potential impact of short term volunteer projects?</i> • <i>How does volunteering affect the volunteer?</i> • <i>Why has there been a growth in volunteer tourism?</i> • <i>How reliable are company brochures as evidence?</i> • <i>What other forms of evidence would be needed to get a reliable view of this form of tourism?</i> <p>(W)</p> <p>8. In pairs learners read and analyse several sources provided by the teacher that are critical of short-term volunteer tourism.</p> <p><i>Key questions for discussion</i></p> <ul style="list-style-type: none"> • <i>What are the potential benefits of volunteer tourism?</i> • <i>What are the potential dangers of volunteer</i> 		

Learning objectives	Suggested teaching activities	Teaching notes	Learning resources
	<p><i>tourism?</i></p> <ul style="list-style-type: none"> • <i>How reliable are these articles as evidence?</i> • <i>What other forms of evidence would be needed to get a reliable view of this form of tourism? (P)</i> <p>9. Possible written work essay titles:</p> <p><i>Do the benefits of tourism outweigh the disadvantages?</i></p> <p>Or</p> <p><i>Can tourism ever be ethical? (I)</i></p>		
<p>Analyse and evaluate conclusions, arguments, reasoning or claims</p> <p>Analyse the evidence for conclusions, arguments, reasoning or claims</p> <p>Assess the impact of research on personal perspectives</p> <p>Communicate views, information and research effectively and</p>	<p>What is the impact of multinational companies?</p> <p>1. Whole class introduction by teacher – depending on the level of familiarity of learners with debating, the teacher introduces the concept of a formal debate. Encourage understanding of the reasons for rules in debate and the importance of listening to and understanding the arguments from another perspective before reaching decisions and judgements. (W)</p> <p>2. The teacher organises the class for a formal debate in which two sides argue for and against a proposition. The class is divided into two groups, one to research and prepare speeches for and the other to research and prepare speeches against the motion.</p> <p>The motion for debate should be:</p> <p><i>This house believes that multinational</i></p>	<p>1. The exact rules can be varied to suit the preferred model of the teacher and the needs of the class. It is important to ensure that all learners have a significant role so that they remain engaged in the process. All of the learners should have a stake in the outcome and be required to use the debate to inform a piece of work.</p> <p>2.1 The motion to be debated may be varied according to local need.</p> <p>Researchers and speech writers will need to be given guidance about how much material is required and how long to take in preparation. The speeches should not be too complicated and focus on key issues with some supporting evidence. Teachers may provide and discuss guidelines for writing effective speeches as well.</p> <p>2.3 Each group should be organised into a variety of roles for the debate and for research prior to the</p>	<p>A variety of different models for organising debates can be found on websites for teachers and debating in general. For example, at the following websites:</p> <p>www.edu.gov.mb.ca/k12/cur/socstud/frame_found_sr2/tns/tn-13.pdf</p> <p>www.educationworld.com/a_lesson/lesson/lesson304.shtml</p> <p>www.actdu.org.au/archives/actein_site/basicskills.html</p> <p>www.proquestk12.com/productinfo/pdfs/MiniDebate_Teachers.pdf</p> <p>Some websites exploring issues relating to multinationals might</p>

Learning objectives	Suggested teaching activities	Teaching notes	Learning resources
convincingly	<p><i>companies have too much power. (G)</i></p> <p>3. To prepare for the debate each group of learners needs to research various aspects of the arguments for and against the role of multinationals in global society.</p> <p>4. Each side should be given the opportunity to rehearse the speeches in front of their teams to be given feedback on the effectiveness of the arguments and the use of reasoning and evidence. This also gives opportunity for questions for the opposition to be devised. (G)</p> <p>5. The debate is held and a vote taken. The main outcome is noted. (W)</p> <p>6. Teacher-led discussion of the outcomes to review the reasons for success or failure. Use the key terms and concepts of critical thinking and evaluation of evidence encountered in the Global Perspectives course to inform the discussion about the effectiveness of the arguments and reinforce learning. (W)</p> <p>7. Possible written work – essay titles;</p> <p><i>Are multinational companies creating a global consumer culture?</i></p> <p>Or</p> <p><i>Do multinationals have too much power?</i> (I)</p>	<p>writing of the speeches. There should be two or three formal speeches for each side. Those not speaking formally should be instructed to prepare and ask questions, note the main arguments of each side and eventually vote.</p> <p>3. There are many dimensions and potential issues to explore. These might relate to:</p> <p>Arguments for the motion:</p> <ul style="list-style-type: none"> • create common culture worldwide • impose a particular set of values and ideology • promote profits over other values and motivations for working • exploit consumers • exploit workers • have tolerated child labour and corruption • have power to make huge profits • make it difficult for small firms to thrive • create unfair competition • create pollution and unnecessary transportation of goods and services. <p>Arguments against the motion:</p> <ul style="list-style-type: none"> • create wealth • create jobs • share good business practices • increase competition to improve standards • help developing countries to grow expertise • support development • benefit from economies of scale • have the finance to take risks and fund large projects • you know what you are buying. 	<p>be:</p> <p>http://goodpoint.elc.polyu.edu.hk/?q=node/960&mapid=5754</p> <p>www.acton.org/pub/religion-liberty/volume-10-number-6/multinational-corporations-myths-and-facts</p> <p>www.globalissues.org/issue/50/corporations</p> <p>www.ethicalconsumer.org/commentanalysis/factsvgreenwash/ethicalcompanytakeovers.aspx</p>

Learning objectives	Suggested teaching activities	Teaching notes	Learning resources
		Differentiation/extension <p>(a) The teacher may wish to give a more structured framework for the speech writing and research to some learners.</p> <p>(b) The speeches could be video-taped for analysis and evaluation or edited highlights could be shown later as part of a review activity. This would give opportunity for peer assessment.</p> <p>(c) Learners could select one of the issues relating to multinationals and explore/research this in greater detail, possibly for assessment purposes on the essay component.</p>	
<p>Analyse and evaluate conclusions, arguments, reasoning or claims</p> <p>Analyse the evidence for conclusions, arguments, reasoning or claims</p> <p>Assess the impact of research on personal perspectives</p> <p>Communicate</p>	<p>What are the different responses to globalisation?</p> <p>1. Teacher-led introduction to different perspectives on globalisation using a source(s), for example 'Globalisation' by Martin Wolf of the Financial Times newspaper. (W)</p> <p>2. Internet research in pairs or groups – each group is given the task of researching a contemporary perspective or social movement in response to globalisation. The perspectives or social movements might include:</p> <ul style="list-style-type: none"> • localism and a reduction in carbon footprints e.g. air miles for food • the transformation movement • protection of the environment from pollution • preservation of indigenous cultures • nature conservation and biodiversity 	<p>1. The task should be fairly structured and short. Learners should be given clear instructions about the scope of the exercise and the amount of material to be gathered. Teachers and learners will need to consider how to organise the work of the group. Some guidance may be given, for example on the need to allocate roles and tasks, and review progress. For example, researchers, recorders, presentation creators, and presenters.</p> <p>4. Encourage some creative design in the making and presentation of the presentations. Ensure learners are aware that the presentations will be used to support the learning of other learners by sharing outcomes.</p> <p>5. Use the presentations in a structured way to ensure learners engage with the information and</p>	<p>1. Article by Martin Wolf on globalisation:</p> <p>www.ft.com/cms/s/0/12c74980-d1bf-11e2-9336-00144feab7de.html#axzz2mas3DtFd</p> <p>2. General sources on responses to the growth of multinationals can be found at:</p> <p>www.ethicalconsumer.org/commentanalysis/factsvgreenwash/ethicalcompanytakeovers.aspx</p>

Learning objectives	Suggested teaching activities	Teaching notes	Learning resources
views, information and research effectively and convincingly	<ul style="list-style-type: none"> renewable energy promotion of traditional and national cultures versus global cultures e.g. right wing fundamentalist religious movements; nationalism Fairtrade other response to globalisation and multinational companies. (P) or (G) <p>3. The purpose of the research is to discover the answers to the following questions:</p> <ul style="list-style-type: none"> <i>What is the issue that is the focus of the perspective or response? What is the main point of view?</i> <i>What are the main criticisms of globalisation?</i> <i>What is the aim of the perspective?</i> <i>How do those supporting the perspective try to persuade other people to accept their point of view or the change that is being promoted?</i> <i>What are the strengths and weaknesses of this perspective?</i> <p>4. Pairs or groups of learners create a presentation of their findings on the response to globalisation and how supporters take action. (P) or (G)</p> <p>5. Learners make the presentations to the class or post on an electronic learning platform for others to see the outcomes of the research for each group. (W)</p> <p>6. Whole class discussion led by the teacher. <i>Key questions for discussion:</i></p>	<p>evidence generated by the other groups.</p> <p>Differentiation/extension</p> <p>(a) The research and presentation can be given to different groups or individuals with differing amounts of structure, scope and length.</p> <p>(b) Extension might involve learners selecting a specific issue in relation to globalisation and researching this in more detail.</p> <p>(c) Individual learners could use these issues as a basis for the Component 2 Essay.</p>	<p>http://wwf.panda.org/what_we_do/how_we_work/businesses/transforming_markets/</p> <p>www.theguardian.com/environment/2013/jun/15/transition-towns-way-forward</p>

Learning objectives	Suggested teaching activities	Teaching notes	Learning resources
	<ul style="list-style-type: none"> <i>What are the main characteristics of movements or perspectives opposed to globalisation?</i> <i>Why do these perspectives or social movements develop?</i> <i>How do pressure groups raise awareness and promote change?</i> <i>How effective are pressure groups and social movements in creating change?</i> <p>(W)</p> <p>7. Possible written work – essay title:</p> <p><i>Are attempts to halt the progress of globalisation doomed to failure? (I)</i></p>		
Assess the impact of research on personal perspectives	<p>Reflection</p> <p>1. Learners are asked to make an entry into their reflective learning logs summarising:</p> <ol style="list-style-type: none"> what they have learnt about globalisation how the research has changed or reinforced their views about the process how they would respond personally to the challenges of globalisation in their own lifestyle and perspectives. <p>(I)</p>		<p>8987 past examination papers:</p> <p>Nov 2012 Paper 11</p> <p>Nov 2012 Paper 12</p> <p>– provide questions related to the topics covered in this unit.</p> <p>http://teachers.org.uk</p>

Scheme of work – Cambridge International AS Level Global Perspectives (8987)

Unit 8: Global inequality and difference

Context

Through the context of the issue of global inequality and difference the unit is designed to develop four sets of interrelated skills:

- critical thinking
- research
- reflection
- communication.

Learners assess the strengths and weaknesses of different perspectives on issues relating to global inequality and difference. In so doing learners are encouraged to develop an understanding of the nature of arguments, counterarguments and analogies. Learners gather primary and secondary evidence from a variety of sources and the internet and observation. Learners have the opportunity to present complex issues in debate and through essay writing.

Outline

Learners explore patterns and trends in global inequality and the causes of inequality. They consider wealth and poverty, endangered cultures, the Fairtrade movement and discussion of minimum and maximum wages. Learners also explore the role of aid and charitable giving in addressing global inequality. Learners are encouraged to reflect upon and develop their own perspectives and judgements on global inequality. Learners will be dealing with global issues relevant to the following topics: the speed of change in technology and global trade, the ethics and economics of food.

Teaching time

Based on a total time allocation of 180 hours for this Cambridge International AS Level course, it is recommended that this unit should take about 45 hours or 25% of the course. It is assumed that the time available per week is approximately 3–4 hours of direct contact time supported by about 2 hours of extension activity.

Learning objectives	Suggested teaching activities	Teaching notes	Learning resources
<p>Analyse and evaluate conclusions, arguments, reasoning or claims</p> <p>Analyse the evidence for conclusions, arguments, reasoning or claims</p> <p>Assess the impact of research on personal perspectives</p> <p>Communicate views, information and research effectively and convincingly</p>	<p>What is global inequality? How is wealth distributed?</p> <ol style="list-style-type: none"> 1. Introduction: teacher shows documentaries showing the differences in lifestyles between the very rich and poor, preferably in their locality. 2. Learners read accounts of the lives of the very rich and poor. Analyse the sources to highlight the main areas of life affected by differences in wealth. (W) 3. Whole class discussion led by the teacher. <i>Key questions for discussion:</i> <ul style="list-style-type: none"> • <i>What are the benefits and problems of being very rich?</i> • <i>What are the problems and benefits of being very poor?</i> • <i>How do people become rich or poor?</i> • <i>Is it right to have large differences between the rich and poor? (W)</i> 4. In pairs using the internet, learners research how wealth is distributed within their own country and between countries worldwide. Learners should research the pattern of wealth distribution generally and the differences in the life chances and lifestyles of the top and bottom 5% of people and countries in terms of wealth. Learners should be able to describe: <ul style="list-style-type: none"> • <i>Differences in health, education, income, employment and housing</i> • <i>Which groups of people are most likely to</i> 	<ol style="list-style-type: none"> 1. Select two or three short video documentaries describing the lifestyles of the rich and poor. This could relate to urban or rural contexts, or contrast elite groups with those in poverty experiencing homelessness. 2. Newspaper and magazine accounts are probably the most suitable to illustrate the main differences; if possible include some first-hand accounts. Differentiation/extension <ol style="list-style-type: none"> (a) Additional accounts from literature may be used to supplement the initial sources, or sources of increasing length and complexity. (b) A case study of the contrasts between rich and poor in a locality from history may also be a possibility. For example, contrasting between rich and poor during periods of industrialisation or of slavery. 4. Learners may be directed to specific sites that provide suitable information or be given freedom to conduct more extended, individually directed research. 5. Discussion should encourage sharing of the outcomes of the research in outline and reinforce understanding of the impact of wealth and poverty. 6. The exercise is designed to encourage the development of some understanding of the perspectives and experience of different groups as well as some empathy with both groups. 	<p>1 and 2. The following websites have lists of film, video, statistics and other resources; there are many other sites as well.</p> <p>http://inequality.org/</p> <p>www.globalissues.org/article/26/poverty-facts-and-stats</p> <p>www.worldbank.org/en/topic/poverty</p> <p>www.oecd.org/social/inequality.htm</p> <p>http://hdr.undp.org/en/statistics/</p> <p>YouTube and Vimeo provide many short film and video clips.</p> <p>Local newspaper and media accounts of wealth and poverty are probably the most useful.</p>

Learning objectives	Suggested teaching activities	Teaching notes	Learning resources
	<p><i>be found at the top or bottom of the distribution of wealth worldwide.</i></p> <p>5. Whole class discussion – teacher-led discussion of the outcomes of the research.</p> <p><i>Key questions for discussion:</i></p> <ul style="list-style-type: none"> • <i>How does wealth affect a person's life chances?</i> • <i>Which groups of people are likely to be rich and poor locally and internationally?</i> • <i>What are the causes of inequality?</i> • <i>What might be the consequences of great differences in wealth and life chances?</i> • <i>Is it right that some groups are more likely to be disadvantaged than others?</i> <p>6. Possible written work – individuals write a descriptive account of a typical day or life history of a rich and poor person, choosing the context for themselves. Learners should be encouraged to write in the first person.</p> <p>An entry to the reflective learning log to encourage reflection would be of value at the start of the unit.</p> <p>(I)</p>	<p>Differentiation/extension</p> <p>(a) The degree of structure for the research could be varied for different groups and might reflect the point of the course in which the exercise is encountered through increased length and complexity.</p> <p>(b) Research into the experience of the rich and poor also provides opportunity for learners to gain experience of primary research methods. For example learners could conduct observational research of the environment and amenities associated with rich and poor parts of their local area or a nearby urban environment, for example housing. Alternatively learners may conduct surveys of the goods and services on offer in different locations, comparing the quality and price. Visits to private and state schools to discuss and observe differences in educational approach and provision may be possible.</p> <p>(c) Learners could also research into the experience of and reasons why different groups of people are more likely to experience inequalities, for example by gender, age, ethnicity and sexuality.</p> <p>Reflection</p> <p>Learners are expected to develop the skills of reflection during the Global Perspectives course. One way is to keep a reflective learning log. Learners should write entries in their logs at the beginning and the conclusion of a unit, as well as at the end of each sequence of work within a unit.</p>	

Learning objectives	Suggested teaching activities	Teaching notes	Learning resources
		<p>At the start of the unit learners should describe personal perspectives or opinions on the importance of issues of global inequality and difference in the contemporary world.</p> <p>Identify aspects of global inequality and difference that learners would like to know more about and explore further. (I)</p>	
<p>Analyse and evaluate conclusions, arguments, reasoning or claims</p> <p>Analyse the evidence for conclusions, arguments, reasoning or claims</p> <p>Assess the impact of research on personal perspectives</p> <p>Communicate views, information and research effectively and convincingly</p>	<p>How are global inequalities created?</p> <p>1. Simulation/Game – StarPower</p> <p>Play the simulation game which demonstrates and explains some reasons for trading inequalities. Discuss the outcomes. (G)</p> <p>2. Whole class discussion to highlight the main lessons from the simulation.</p> <p><i>Key questions for discussion:</i></p> <ul style="list-style-type: none"> Which groups were the most successful at trading? Why? How did the successful groups try to control the game? What was the source of their power? What does it feel like to be in the powerful or powerless groups? What can be learnt about trade between countries from the experience? How can trade create inequality and poverty? (W) 	<p>1.1 StarPower, the simulation game has been used worldwide over many years and illustrates the causes and impact of trade inequality very well. It is a group exercise that is best played with about 24 people. The game can create strong responses from learners.</p> <p>1.2 There are many alternative trading games or simulations that could be used, obtainable from a variety of charities working towards global change in the distribution of wealth. (G)</p> <p>3. Learners should take notes whilst watching the film. The focus should be upon:</p> <ul style="list-style-type: none"> What is it like to live in poverty? What is it like to feel powerless? How do people react to living in poverty? Why is the country or group in poverty? Is this situation typical? Is it possible to generalise to all countries and groups in poverty? Is the film balanced or biased in its presentation? Why? 	<p>1.StarPower simulation – there are numerous references to the simulation on the internet.</p> <p>http://en.wikipedia.org/wiki/StarPower_(game) Background to the StarPower simulation game</p> <p>http://education.ucsb.edu/webdata/instruction/hss/Simulations/StarpowerRules.pdf Rules of the StarPower Simulation Game</p> <p>www.sustainer.org/dhm_archive/index.php?display_article=vn151starpowered Article describing the StarPower game</p> <p>http://maps.grida.no Source of statistics, maps and visual representations on world poverty</p>

Learning objectives	Suggested teaching activities	Teaching notes	Learning resources
	<p>3. The teacher uses a film/video clips as a case study to illustrate the causes and impact of poverty in a developing country. The aim is to understand the impact of trading inequality and poverty on people's everyday lives. Whole class discussion of the film should highlight the difficulties of 'escaping' poverty i.e. the cycle of poverty. (W)</p> <p>4. Paired research in small groups from the internet and other background sources provided by the teacher for learners to produce a case study or 'country file' of a rich and poor nation. The research should provide information on:</p> <ul style="list-style-type: none"> the level of development/wealth/poverty in the country the reasons for and origins of their current level of wealth and development – historical, geographical, economic and political. <p>(P)</p> <p>5. Learners use the research to create a poster or alternative form of presentation for each country for display in the classroom. The posters are read by all members of the class to create a list in rank order of the main causes of inequality in wealth and global poverty. (P)</p> <p>6. Paired analysis of sources – learners read and discuss an article or source on the origins of world trade and the causes of inequalities to reinforce understanding. Within the article/source there should be clear examples of key concepts in critical thinking – arguments, counterarguments and analogies.</p>	<p>Differentiation/extension</p> <p>The case study could be supported by background written information about the country for learners to analyse or further research on the internet.</p> <p>4. It is suggested that at least three rich and three poor countries provide the basis for the paired research to enable subsequent comparison of causes of inequality in wealth and global poverty.</p> <p>5. Teachers may use a variety of forms of presentation according to local circumstances.</p> <p>6. Additional articles/sources of varying levels of length and complexity could be used to reinforce or test understanding of the concepts of argument, counterargument and analogy, or alternative concepts in critical thinking.</p> <p>7. This activity could be used as an assessment exercise to test understanding.</p>	<p>http://undesadspd.org/Poverty.aspx Links to issues/resources in poverty and human rights issues</p> <p>www.oxfam.org.uk Resources and case studies.</p> <p>The websites listed above for Section 1 are also of relevance</p> <p>4. The New Internationalist publishes accessible country profiles – see www.newint.org</p>

Learning objectives	Suggested teaching activities	Teaching notes	Learning resources
	<p><i>Key questions for discussion:</i></p> <ul style="list-style-type: none"> • <i>What are the main benefits of world trade?</i> • <i>What are the main problems of world trade?</i> • <i>What are the main causes of inequalities between countries in trade?</i> • <i>What are the other main causes of inequality between countries?</i> <p>(P)(W)</p> <p>7. Learners complete a structured exercise involving the analysis of an additional article or source to highlight the author's key arguments, counterarguments and evidence. (I)</p>		
<p>Analyse and evaluate conclusions, arguments, reasoning or claims</p> <p>Analyse the evidence for conclusions, arguments, reasoning or claims</p> <p>Assess the impact of research on personal perspectives</p> <p>Communicate views, information and research effectively and</p>	<p>Why are some cultures and peoples threatened?</p> <p>1. Show the film 'Avatar'. Through science fiction the film depicts the impact of mining and the exploitation of natural resources on an indigenous people.</p> <p><i>Key questions for discussion:</i></p> <ul style="list-style-type: none"> • <i>What is the story in the film about?</i> • <i>What are the main threats to endangered cultures shown by the film? Are there other threats?</i> • <i>Who has power in this type of situation?</i> • <i>What are the main values promoted by the film?</i> • <i>Should local people be moved to make way for infrastructure developments?</i> • <i>How realistic is the film's portrayal of the issues?</i> • <i>Are people likely to be influenced by the</i> 	<p>1.1 There are a range of possible films or documentaries that could be used to introduce the topic.</p> <p>2.1 Case studies should be chosen carefully to illustrate different cultures and potential threats – farming, mining, tourism, urban and housing developments, migration, etc.</p> <p>2.2 Learners may be given the task in varying degrees of structure to support differentiation or to local circumstances/stage in the course.</p> <p>3. This provides an opportunity for teachers to instruct learners on the conventions of report writing and bibliographies.</p> <p>Differentiation/extension</p> <p>(a) The degree of guidance and structure for the presentation could be varied for different</p>	<p>Some starting points for internet research on indigenous peoples might be:</p> <p>www.un.org/cyberschoolbus/indigenous/</p> <p>www.amnesty.org/en/indigenous-peoples</p> <p>http://cwis.org/</p> <p>www.worldbank.org/en/topic/indigenouspeoples</p> <p>http://intercontinentalcry.org/peoples/</p>

Learning objectives	Suggested teaching activities	Teaching notes	Learning resources
convincingly	<p><i>film's values?</i> (W)</p> <p>2. Group research into case studies of endangered cultures. Teachers provide sources and direction to specified websites about the situation of several different groups of people whose way of life is currently being threatened. This may be supplemented by additional research by the groups.</p> <p><i>Key areas for research are:</i></p> <ul style="list-style-type: none"> • <i>Who are the people being studied? Where do they live?</i> • <i>What is the way of life of the people?</i> • <i>Why is the group under threat?</i> • <i>Who are the main interest groups in the situation?</i> • <i>Who has the most power? Why?</i> • <i>What should be done in the circumstances?</i> <p>(P)</p> <p>3. Learners write an individual report of their findings using the conventions of scientific and social science reporting. (I)</p> <p>Groups create and deliver a structured PowerPoint presentation on the endangered group of people that they have studied. This should be delivered to the whole class. The presentation should explain the background to the people, the reasons for being endangered, interest groups and possible ways to resolve the situation – processes and potential solutions. (G)</p>	<p>learners/groups</p> <p>(b) The presentations could be recorded on video for analysis and review by groups as part of self review and/or peer assessment.</p> <p>(c) A local planning simulation could be organised with learners taking the roles of different interest groups. Each role has to argue their case using evidence to support a defined position based on a contested development which might threaten a group of indigenous people while benefiting others in the country.</p> <p>6.1 This exercise can be used in a variety of different ways; also for peer assessment. For example, pairs may work on one task or all three and share outcomes.</p> <p>The issues might be used by some learners as a focus for the Component 2 Essay.</p>	

Learning objectives	Suggested teaching activities	Teaching notes	Learning resources
	<p>4. Whole class discussion led by the teacher.</p> <p><i>Key questions for discussion:</i></p> <ul style="list-style-type: none"> • <i>What does the research tell us about the main causes of endangered cultures?</i> • <i>Should we be concerned about losing cultures?</i> • <i>What are the human rights implications?</i> • <i>How should these issues be resolved?</i> • <i>How do we balance the rights and responsibilities of different interest groups?</i> • <i>To what extent is the research representative and can be generalised? Why?</i> <p>(W)</p> <p>5. Individual written work – learners undertake structured written exercises:</p> <ul style="list-style-type: none"> • Learners write a letter to a local government representative arguing the case for the rights to be upheld of a local group of people who want to maintain their traditional way of life within a large area of land. • Learners write a letter arguing the case of local businesses who want to use the lands for commercial purposes, for example farming, new housing or mining. • Learners write an essay with the title: <p><i>Is it right for traditional ways of life to be preserved? (I)</i></p>		

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<p>Analyse and evaluate conclusions, arguments, reasoning or claims</p> <p>Analyse the evidence for conclusions, arguments, reasoning or claims</p> <p>Assess the impact of research on personal perspectives</p> <p>Communicate views, information and research effectively and convincingly</p>	<p>Should we try to distribute wealth more fairly?</p> <p>A case study of the Fairtrade movement</p> <p>1. A case study of the Fairtrade movement. Teacher should organise a local Fairtrade activist/organiser to visit the class to give a talk and be interviewed on the movement, illustrated with sample products and examples of projects. (W)</p> <p>2. Whole class question and answer/discussion session with the visitor.</p> <p><i>Key questions for discussion:</i></p> <ul style="list-style-type: none"> • <i>Why did you join the Fairtrade Movement?</i> • <i>What is the vision of the Fairtrade movement?</i> • <i>Should there be minimum and maximum wage as well as fair price for goods and services?</i> • <i>How do you promote the ideals of the Fairtrade movement?</i> • <i>Do you think it really makes a difference?</i> • <i>In your view, what is the future for the Fairtrade movement?</i> <p>(W)</p> <p>3. Individual or paired documentary analysis of materials from pressure groups or businesses supporting the Fairtrade movement.</p> <p><i>Key questions for research:</i></p> <ul style="list-style-type: none"> • <i>What are the main aims of the Fairtrade movement?</i> • <i>How did the Fairtrade movement begin?</i> 	<p>1. The aim of the session is to explore the core values behind the movement and to consider the potential impact of their ideas on trade and global inequality through the redistribution of power in trading relationships. Ask learners to take brief notes from the interview to focus them on key issues to support subsequent discussion. This can be in the form of questions that the visitors may answer or about different aspects of the Fairtrade movement. Preparation of the class for the visit is very important – this should include group work to prepare questions in advance and how the visit will be managed. There is an opportunity for learners to ‘meet and greet’, chair and host the event. This develops communication and social skills, and confidence.</p> <p>3. Materials for the documentary analysis may be found from local sources as well as on the internet. The overall aim is to develop learners’ understanding of and highlight the key critical thinking concepts of claims, predictions and consequences as shown in the literature from the Fairtrade movement.</p> <p>Differentiation/extension</p> <p>(a) Research and evaluate the growth and impact of the Fairtrade movement.</p> <p>(b) Research and evaluate the growth and impact of a Fairtrade product or business in two countries e.g. chocolate; cotton; bananas; coffee.</p> <p>(c) Set up a Fairtrade stall for your school and create a digital/media journal to record the</p>	<p>Promotional literature from Fairtrade and other similar organisations may be found at:</p> <p>www.fairtrade.net/</p> <p>www.fairtrade.org.uk/default.aspx</p> <p>www.fairtrade.net/single-view+M585c9f01ba1.html</p> <p>http://learn.christianaid.org.uk/TeachersResources/secondary/choc_trade.aspx</p>

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	<ul style="list-style-type: none"> What are the main principles of Fairtrade? What type of goods and services are traded this way? What are the strengths and weaknesses of the Fairtrade approach to business? Does Fairtrade really make a difference? Does Fairtrade change the balance of power? ... reduce global inequality? What are the claims, predictions and consequences of Fairtrade according to the movement? <p>(I) or (P)</p> <p>4. Individual written work: essay title:</p> <p><i>Is Fairtrade likely to reduce global inequalities?</i></p> <p>Or</p> <p>Produce an advertising campaign or brochure for Fairtrade, or a local fair-trade business or FairTrade product. This could be focused on written or digital materials e.g. a website or promotional video or photographic exhibition with commentary. (I)</p>	<p>process and outcomes.</p> <p>(d) Explore the issue of child labour worldwide.</p>	
<p>Analyse and evaluate conclusions, arguments, reasoning or claims</p> <p>Analyse the evidence for conclusions, arguments, reasoning or claims</p>	<p>In the light of global inequalities, should there be a minimum and maximum wage?</p> <p>1. Whole class introduction by teacher – depending on the level of familiarity of learners with debating, the teacher introduces the concept of a formal debate and illustrates the process, perhaps through YouTube examples and by giving learners a copy of the basic rules of debate. Encourage understanding of the reasons for rules in debate and the importance of listening to and</p>	<p>1. The exact rules can be varied to suit the preferred model for debate of the teacher and the needs of the class. It is important to ensure that all learners have a significant role so that they remain engaged in the process. All of the learners should have a stake in the outcome and be required to use the debate to inform a piece of work. This topic could be debated through a ‘tennis debate’ or ‘parliamentary debate.’</p>	<p>1. A variety of different models for organising debates can be found on websites for teachers and debating in general. For example, at the following websites:</p> <p>www.edu.gov.mb.ca/k12/cur/socs/tud/frame_found_sr2/tns/tn-13.pdf</p> <p>www.educationworld.com/a_lesso</p>

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Communicate views, information and research effectively and convincingly	<p>understanding the arguments from another perspective before reaching decisions. The element of competition also gives debates some stimulus. (W)</p> <p>2. The teacher organises the class for a formal debate in which two sides argue for and against a proposition. The class is divided into two groups, one to research and prepare speeches for and the other to research and prepare speeches against the motion.</p> <p>The motion for debate should be:</p> <p><i>This house believes that there should be a minimum and maximum wage.</i></p> <p>3. Each group should be organised into a variety of roles for the debate and for research prior to the writing of the speeches. There should be two or three formal speeches by each side. Those not speaking formally should be instructed to prepare and ask questions, note the main arguments of each side and eventually decide which side has won the debate and vote accordingly. (G)</p> <p>4. To prepare for the debate each group of learners needs to research various aspects of the arguments for and against freedom of speech. This might be from internet websites or resources supplied by the teacher. (G)</p> <p>5. Each side may be given the opportunity to rehearse the speeches in front of their teams to be given feedback on the effectiveness of the arguments and the use of reasoning and evidence. This also gives opportunity for questions for the</p>	<p>2. Researchers and speech writers will need to be given guidance about how much material is required and how long to take in preparation. The speeches should not be too complicated and focus on key issues with some supporting evidence. Teachers may provide guidelines for writing effective speeches as well.</p> <p>4. To prepare for the debate each group of learners needs to research arguments about levels of income. For minimum wage these might relate to:</p> <ul style="list-style-type: none"> • keeps people out of poverty • helps to prevent exploitation of workers • protects younger workers and minorities • stimulates consumption through more money being in the economy • motivates workers • helps unskilled workers achieve a decent wage • encourages people to work as opposed to living from crime or benefits • reduces the number of jobs available because wages are kept artificially high • might increase black market employment • might cause wage and price inflation • discourages self help and training. <p>For maximum wage these might relate to:</p> <ul style="list-style-type: none"> • helps to ensure fair distribution of wealth • reduces greed as a motive for work • ensures people work within rules rather than take risks to gain huge sums • people work for other reasons than money • there is unemployment and it is better to create 	<p>n/lesson/lesson304.shtml</p> <p>www.actdu.org.au/archives/actein_site/basicskills.html</p> <p>www.proquestk12.com/productinfo/pdfs/MiniDebate_Teachers.pdf</p> <p>2. Some useful websites relating to issues of a minimum wage might be:</p> <p>www.debate.org/minimum-wage/</p> <p>www.ethicaltrade.org/news-and-events/blog/stirling-smith-is-bangladesh%27s-new-minimum-wage-enough</p> <p>www.ilo.org/public/english/support/lib/resource/subject/salary.htm</p> <p>www.aljazeera.com/indepth/opinion/2013/06/20136910314254268.html</p> <p>Some useful websites relating to issues of a maximum wage might be:</p> <p>http://newint.org/sections/argument/2011/09/22/maximum-wage-debate-income-inequality/</p> <p>www.debate.org/opinions/should-there-be-a-maximum-wage-law</p>

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	<p>opposition to be devised. (G)</p> <p>6. The debate is held and a vote taken. The main outcome is noted. (W)</p> <p>7. Teacher-led discussion of the outcomes of the debate to review the reasons for success or failure. Use the key terms and concepts of critical thinking and evaluation of evidence encountered in the Global Perspectives course to inform the discussion about the effectiveness of the arguments to reinforce learning. (W)</p> <p>8. Possible written work – essay titles:</p> <p><i>Does a minimum wage ensure that all workers are treated fairly?</i></p> <p>Or</p> <p><i>A maximum wage is necessary to prevent greed and a fairer distribution of wealth. Discuss</i></p> <p>Or</p> <p><i>Is it possible for a global superpower to emerge with a minimum or maximum wage imposed? (I)</i></p>	<p>more jobs at lower wages than few at very high rates</p> <ul style="list-style-type: none"> • people don't need as much to live comfortably • sustainable development does not allow everyone to earn very high wages • disincentive to work hard • need to attract the most talented into the most responsible jobs • more taxes are paid • people have a right to earn as much as they can. <p>Differentiation/extension</p> <p>(a) The teacher may wish to give a more structured framework for the speech writing and research to some learners.</p> <p>(b) Extension – the speeches could be video-taped for analysis and evaluation; or edited highlights could be shown later as part of a review activity. This would give opportunity for peer assessment.</p>	<p>https://www.oxfam.org.au/2012/03/when-is-enough-enough-the-question-of-a-maximum-wage/</p> <p>http://dbp.idebate.org/en/index.php/Debate:_Salary_caps</p>
<p>Analyse and evaluate conclusions, arguments, reasoning or claims</p> <p>Analyse the evidence for</p>	<p>Is aid a suitable response to global inequality?</p> <p>1. Teacher-led session designed to introduce or review understanding of the idea of aid – help for less developed countries or areas in poverty. Introduce the task of conducting case studies of aid projects funded by developed countries and Non Governmental Organisations (NGOs) like charities.</p>	<p>2.1 The degree of structure for the research may be varied for different groups. For some groups the task could be focused only on defined websites or aid projects as directed by the teacher. The time available will also influence the scope of the research.</p>	<p>YouTube is an excellent source of media material on poverty and aid.</p> <p>www.tveap.org</p> <p>Media and video resources on development, aid and case studies throughout the world</p>

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<p>conclusions, arguments, reasoning or claims</p> <p>Assess the impact of research on personal perspectives</p> <p>Communicate views, information and research effectively and convincingly</p>	<p>Use of short film and video documentaries as exemplars would be valuable.</p> <p>2. Internet research in groups – each group is given the task of researching the impact of an aid project in a different geographical location across the world. (G)</p> <p><i>Key issues for research:</i></p> <ul style="list-style-type: none"> • <i>Why did the projects begin?</i> • <i>What were the main aims?</i> • <i>What was done to help?</i> • <i>What were the benefits to the local community or country receiving aid?</i> • <i>What were the benefits to the community or country giving aid?</i> • <i>Were any problems encountered?</i> • <i>How could the programme be improved?</i> <p>3. Individual learners should gather, select and store information for use later. (I)</p> <p>4. Groups create a ten minute PowerPoint presentation to describe location, impact of aid project on poverty and opinions of local people about the issue. (G)</p> <p>5. Groups give the presentations to other groups or the class. (G)</p> <p>6. Learners take notes on the presentations in order to complete a structured exercise showing how aid might affect different places and people in different ways. The aim is to note that global aid is likely to affect some places or geographical locations more</p>	<p>2.2 Learners need to be made aware that the outcomes of the research will be used at a later stage of the unit to make a PowerPoint presentation.</p> <p>2.3 Teachers and learners will need to consider how to organise the work of the group. Some guidance may be given, for example on the need to allocate roles and tasks, and review progress. For example, chair, note taker, researchers, presentation writers, and presenters.</p> <p>Differentiation/extension</p> <p>(a) Invite representatives of a local aid agency into the school to talk about their motivations and work.</p> <p>(b) Make an aid project or charitable organisation a focus for school community action and charitable giving, with targeted support from Global Perspectives learners.</p> <p>(c) In preparation for the for Component 2 Essay, learners might use this topic as the basis for their work or as practice.</p> <p>6. Individuals might create a table summarising the main benefits and potential problems of aid programmes to support reflection.</p> <p>7. Learners write a personal log entry about their own views of aid in the light of this research.</p> <p>8. The essay may be used by learners in preparation for the Component 2 Essay.</p>	<p>www.worldwrite.org.uk/damned DVD on debt and aid issues</p> <p>www.worldvision.org.uk Resources on trade and aid issues</p> <p>http://blogs.worldbank.org/youthink/ Many resources, links and case studies</p> <p>Also Oxfam, Christian Aid, UNICEF and other charitable sites.</p>

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	<p>than others and some ways of life more than others and that there are both benefits and problems in aid programmes. (I)</p> <p>7. Teacher-led whole class discussion – from the experience of the research and presentations, discuss the main aims, benefits and problems associated with aid. (W)</p> <p>8. Suggested written work – essay titles:</p> <p><i>Is aid designed to benefit the donor country?</i></p> <p>Or</p> <p><i>Does aid create more problems than it solves?</i></p> <p>Or</p> <p><i>Does aid create dependency?</i> (I)</p>		
Assess the impact of research on personal perspectives	<p>Reflection</p> <p>1. Learners are asked to make an entry into their reflective learning logs summarising:</p> <ol style="list-style-type: none"> what they have learnt about issues of global inequality and difference changes to their own views on any of the issues explored as a result of research and listening to the perspectives of others. (I) 		<p>8987 past examination papers: Jun 2012 Paper 11 – provides questions related to topics covered in this unit. http://teachers.cie.org.uk</p>