

Cambridge IGCSE®
Global Perspectives (0457)
Teaching Pack

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Global Perspectives

Teacher Guide

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Welcome to Cambridge IGCSE Global Perspectives

This Teacher Guide sets out a series of starting points for teachers embarking on the teaching of Cambridge IGCSE Global Perspectives (0457). We hope you will find it useful and stimulating. The contents explain the aims and structure of the qualification and develop some ideas for the design of teaching and learning which could be explored within it. We hope that the ideas discussed in the pages ahead will whet your appetite as a teacher in designing your own learning programme, modules and units of study. This will enable your students to research information for themselves, identify issues and work together and independently to produce work which is relevant to global issues, well evidenced and carefully thought out.

Please note that the Global Perspectives syllabus contains essential information for both teachers and students and should be used as a resource as and when the need arises.

IGCSE subjects such as this one frequently involve the use of specialist terms which may or may not be encountered elsewhere in the curriculum. To help clarify what is meant by these terms in this subject context we have produced a Glossary which you will find at the end of the booklet.

We hope you will find Cambridge IGCSE Global Perspectives both stimulating and enjoyable to teach and that the challenges it offers help to broaden and deepen your professional practice as a teacher.

Introduction to Cambridge IGCSE Global Perspectives

Aims

Cambridge IGCSE Global Perspectives aims to develop learners who:

- are independent and empowered to take their place in an ever-changing, information-heavy, interconnected world
- have an analytical, evaluative grasp of global issues, their causes, effects and possible solutions
- enquire into and reflect on issues independently and in collaboration with others from a variety of different cultures, communities and countries
- can communicate sensitively with people from a variety of backgrounds
- work independently as well as part of a team, directing much of their own learning with the teacher as facilitator
- consider important issues from personal, local, national and global perspectives and who understand the links between them
- critically assess the information available to them and make judgements
- have a sense of their own, active place in the world
- can empathise with the needs and rights of others

Topics

There are 20 topics:

- Belief Systems
- Biodiversity and Ecosystem Loss
- Climate Change
- Conflict and Peace
- Disease and Health
- Education for All
- Employment
- Family and Demographic Change
- Fuel and Energy
- Humans and Other Species
- Language and Communication
- Law and Criminality
- Poverty and Inequality
- Sport and Recreation
- Technology and the Economic Divide
- Trade and Aid
- Tradition, Culture and Identity
- Transport and Infrastructure
- Urbanisation
- Water, Food and Agriculture

Candidates do not need to study all of these topics. In order to complete the assessment, they must show evidence of research into any three topics listed.

The Written Paper contains stimulus material based on the topics listed above.

Perspectives and the learning process

In general, there is no prescribed content within each topic area. The aims of the course are that candidates should learn to enquire into, question, reflect and act on information for themselves, rather than learning what they are told. Within each topic area, candidates should consider:

- personal perspective
- local/national perspective
- global perspective
- links between these perspectives

Within each topic that is studied, candidates should make a learning journey:

- Set a topic
- Collect information, ideas and arguments
- Question information, ideas and arguments
- Reflect on information, ideas, arguments, issues and their own place
- Plan
- Present/Act.

It is more important that candidates learn how to select relevant, reliable information using an internet search than that they should know particular facts. It is more important that they are able to use this information to support a point of view than that they know particular facts. It is important that they engage with, and reflect on, different perspectives. Facts are there to be used, they are not an end in themselves.

Assessment structure

All candidates complete Individual Research, a Group Project and a Written Paper.

Paper	%	Content	Assessment
Individual Research	40%	Evidence of investigations into two topic areas.	Teacher assessed. Moderated by Cambridge.
Group Project	30%	Active project involving group work, planning and collaboration with students in another culture or country. Must be about an area of study not covered in the Individual Research.	Teacher assessed. Moderated by Cambridge.
Written Paper	30%	Compulsory questions based on global issues from a range of perspectives.	Externally assessed.

Assessment objectives

The assessment focuses on four sets of objectives:

AO1	Research, understand and present global issues from different perspectives, including personal, local/national and global, as well as cross-cultural perspectives.	20%
AO2	Analyse and evaluate issues and sources. Explore the current situation, the causes and effects and suggest possible consequences and courses of action.	30%
AO3	Explore and reflect on personal perspectives and on the perspectives of others on a variety of global issues. Develop a line of reasoning to support a view, decision or course of action.	25%
AO4	Collaborate with others to plan and carry out a project leading to a clear outcome. Evaluate the project and personal contributions to and learning from the project.	25%

Designing and implementing your programme

There is no single correct way to teach Cambridge IGCSE Global Perspectives. This Teacher Guide outlines some ideas which you may wish to use in developing your own learning programme.

The teaching–learning cycle

There are four stages to consider in the cycle:

(i) Design

Many people take some persuading that teachers are in fact designers. Yet there are clearly defined opportunities for design work – in creating learning programmes, modules and units as well as assessment, guidance and evaluation systems and sequences. ‘Design’ in this context is a much bigger term than merely ‘planning’ because it involves complex notions such as learning styles and learner needs. It is creative in that it involves building up images of what a module or learning session will look like, how it will work towards learning outcomes and which learning techniques will best achieve the learning objectives. This work need not be done alone. If more than one teacher is involved in teaching Cambridge IGCSE Global Perspectives, then design work is often best shared. If you are the only teacher handling this IGCSE, why not discuss your design ideas with a respected and open-minded colleague? Designs always need review and updating. This is an essential part of good teaching practice and is an outcome of frequent and productive evaluation (see section (iv) below).

(ii) Practice

This is a new course and its virtues may take time to unfold. There is no harm in beginning with sessions involving instruction and clarification – about the syllabus and the requirements of the assessment schemes for example. This is familiar ground for both teachers and students and gives opportunity for some important question and answer sessions. You can use the Student Guide as a reference work and/or extracts from the syllabus. This Teacher Guide sets out suggestions for early topic work and how this can be built upon. Again these can be teacher-led. As teachers and students become familiar with the course, then more use can be made of active learning techniques and the teacher’s role becomes more that of facilitator, manager and mentor. Some learning sessions may be solely devoted to student research or discussion or material writing. In such cases, teachers should ensure that the learning objectives for the session are clearly set out and understood, timeframes are reinforced and students are clear as to the contents and requirements of the next session.

(iii) Assessment

There are two basic types of assessment – formative and summative. Formative assessment measures progress in learning and summative assessment measures achievement in learning. The final summative assessment in Cambridge IGCSE Global Perspectives comprises the Individual Research, Group Project and Written Paper. You may choose to design other intervening summative assessments yourself. In this IGCSE subject, formative assessment is very important and it should be embedded into learning programmes and teaching strategies. From analysis of formative assessment, teachers can learn how to develop learning sessions and more closely meet their students' needs. The techniques involved may or may not involve giving marks or grades. Some techniques such as 'conferencing' or 'audit' are often most effective if they use only qualitative written and/or oral comments and feedback. This subject, like all others, needs to ask the question of teachers 'How do we know that learning has taken place?'

(iv) Evaluation

This is not to be confused with assessment (see above). Data from assessment can, and should, be used as evidence for evaluation but there are also other sources of evaluation evidence. These include feedback from colleagues, observers and inspectors, information from parents, contacts within other learning establishments, student feedback and self-appraisal. Evaluation is, for most teachers, summative – if it takes place at all, it happens at the end of a course or year. This is a pity because a principal aim of evaluation is the improvement of learning and the results of evaluation should feed directly into the next designs. The best teachers are often the best learners. The more frequently you learn through evaluation, the more your students' needs will be met. So, go through more of the cycle, try some learner feedback, use professional diaries and mark books, try out shared evaluation with colleagues if you can and upgrade the quality of your students' learning.

Planning the course

There are a number of different ways that you might plan this course. You know what the end point of the journey is: students have to demonstrate understandings and dispositions in Individual Research, a Group Project and a Written Paper. You know that students need to engage in repeated journeys along the learning process. Beyond that, you have a great deal of freedom. Schools have successfully used both of the following possibilities:

Possibility 1

Choose three topics. Work on them in detail so that students gain a thorough understanding of the issues involved from a number of different perspectives. Use these three areas of study for the Individual Research and Group Project. Teach the skills for the Written Paper in separate lessons throughout the course.

Possibility 2

Work through 15–20 topics in the first year, developing skills. Allow students to choose their own areas of study for the Individual Research and Group Project in the second year. Integrate teaching of skills for the Written Paper into general teaching and encourage students to use these skills in the Individual Research and Group Project.

An outline plan of Possibility 2 might look like this:

Year 1

12 x 3-week journeys through the Teaching and Learning Process (TLP). In a 39-week school year this will leave three 'spare' weeks for topics that take longer, or interruptions caused by school events or exams etc. Each journey through the TLP should gradually increase the demands on students by adding more skills and encouraging them to be more independent.

This outline has been organised so that topics with very clear personal perspectives come earlier in the course, and more challenging topics come later in the course when the students are more independent. Depending on your students, you may find that some need more challenging topics sooner in the course.

This outline is intended to stimulate thoughts rather than to be a fully worked-out plan.

Year 2

1. Begin with a journey through the TLP for three weeks which does not lead to exam work, in order to bring students back to the level of performance they had reached before the holidays. Students should choose their own topics. Outcome to be selected by students with teacher guidance – poster, video, poems, written work.

2. Students select three topics which interest them. These may be topics from Year 1 which they wish to investigate in more depth. These may be topics on the list in the syllabus which have not been covered in class. These may be areas which interest the student but which are not on the list (in which case contact us using the topic proposal form – p. 32 of syllabus).

3. Teachers remind students of what they need to do in the Individual Research.

Teachers set up a plan for meeting individual students and enabling them to work independently and effectively.

4. Students work individually. They complete one Individual Research report.

5. Teacher to remind students of what they need to do for the Group Project. Students work in groups towards the Group Project.

Care must be taken to avoid overlap.

6. Students work individually. They complete one further Individual Research report.

7. Focus on skills for the Written Paper. (Note that many of these are skills that students should have been using through the course – they are being revised and honed for the exam, not introduced now.)

Remember that there is no single, right way of delivering this course. How you plan will depend on your school, the teachers and the students. So long as students develop the skills required, you can teach this course in the way that best suits you.

Topic notes

Topic	Notes
1. Family and Demographic Change	<p>Lots of support for students.</p> <p>Explain the TLP and concept of journeys.</p> <p>Provide three or four stimulus texts (perhaps a poem such as 'Carnival Time' or 'Listening to a Tale about a Mum and a Dad,' by Grace Nichols in 'Give Yourself a Hug', Puffin, 1994/some statistics about families/etc.).</p> <p>Expect students to find a small amount of information within strict guidelines, perhaps answers to specific questions.</p> <p>Discuss ways of questioning sources (reasons for not being truthful, bias, expertise etc.).</p> <p>Make contact with another Cambridge School in a different country. Exchange information about families on a personal level. Discuss families at a more national level – how important are families in your country/in your correspondent's country?</p> <p>What global influences are there on the family (e.g. multi-national companies providing work or effects of global economic crisis on income/stress/education)?</p> <p>Presentation – display to include pictures, comparison of families, issues that are important to them. Students should begin to give opinions and value judgements about some issues, and support these with reasons and evidence.</p>
2. Education for All	<p>Still lots of support for students.</p> <p>Remind them/ask them to remind you of some issues from the last journey through the TLP, such as how to question sources.</p> <p>See lesson plans.</p> <p>Work with correspondent school.</p> <p>Reflect on why education is important.</p> <p>Presentation – perhaps on which system is best.</p>
3. Water, Food and Agriculture	<p>Starting now to add skills such as identification of key issues/ consideration of possible consequences/value judgements.</p>
4. Employment	

Topic	Notes
5. Humans and Other Species	<p>Gradually encourage students to collect more information themselves.</p> <p>Question sources.</p> <p>Reflect on issues</p> <p>Present in a variety of ways.</p>
6. Disease and Health	<p>Visit archives.</p> <p>Write to doctor/ministry of health/health campaigners/health charity.</p>
7. Fuel and Energy	<p>Practice written exam</p>
8. Tradition, Culture and Identity	<p>Practice Individual Research</p>
9. Law and Criminality	<p>Students are now much more independent.</p> <p>They should be able to negotiate their way through more complex questions and slightly more abstract issues.</p> <p>It might now be possible to encourage students to frame their own questions.</p> <p>Frame a topic/question.</p> <p>Collect and select.</p> <p>Question.</p> <p>Reflect/Plan.</p> <p>Present/Act.</p> <p>Practice Group Project</p>
10. Trade and Aid	
11. Belief Systems	
12. Conflict and Peace	

Assessment

Coursework

The Individual Research and Group Project together form 70% of this course. It is therefore very important that teachers and students are aware of the regulations governing coursework.

Plagiarism

All work submitted must be the student's own work, or in the case of the Group Project plan, the work of the group of students. Any quotations must be marked as such, and work quoted must be credited. Sources quoted must be listed in a bibliography.

Cutting and pasting large chunks of another person's work is plagiarism and is strictly forbidden. This includes cutting and pasting from websites.

Examiners would rather see a student's own attempts to make sense of, and reflect on, an issue, even if the student finds thinking in English problematic, than long paragraphs of work which have been clearly cut and pasted from another source.

Candidates will need to sign a declaration statement indicating that the Individual Research and Group Project are their own work. The teacher responsible will be required to countersign this declaration, verifying that regulations regarding plagiarism and the role of the teacher have been observed. This declaration must accompany the presentation on submission.

The role of the teacher

Candidates will need direct support to help them to:

- understand the nature of the task
- understand how to collect, select, question, reflect on and present personal, national and global perspectives
- develop the necessary organisational skills
- understand the meaning and significance of plagiarism

Teachers may help candidates to:

- find and refine a suitable question/issue
- identify the main issues, perspectives and possible courses of action in their chosen area

Nevertheless, the presentation must be the candidate's own work. Candidates will be expected to read and carry out their research on their own and, once drafting has begun, the candidate must complete the process without further subject-specific assistance.

Teachers may not:

- undertake any research for a candidate
- prepare or write any notes or drafts for a candidate's Individual Research or Group Project
- correct, suggest corrections to, or identify shortcomings in any part of a candidate's written/electronic Individual Research notes or drafts
- prepare any part of a candidate's Individual Research or Group Project
- carry out for the candidate any actions leading to the achievement of the Group Project outcome

Individual Research

The focus is on research, developing lines of reasoning, consideration of a wide variety of perspectives and reflecting on own circumstances.

Credit in assessment will be given for quality of personal reflection in response to facts, not for quantity of information.

Structuring the Individual Research

One useful way of structuring the Individual Research is:

- identify the area of investigation and set a question which can be answered in the rest of the work
- give reasons for the choice of topic/question
- present issues, showing understanding of different perspectives, including personal, national, local
- analyse and evaluate information, ranking key elements
- predict possible scenarios
- evaluate likelihood of scenarios and effects

There are other ways of organising Individual Research, but teachers should ensure that students are aware of, and meet, the assessment criteria.

Individual Research: assessment criteria

- Gather information, representing different perspectives.
- Analyse issues within the topic as identified by the question posed for the study.
- Identify and evaluate possible scenarios, formulate possible courses of action.
- Develop an evidence-based personal response, demonstrating self-awareness.

Individual Research: common problems

- Areas of information chosen rather than issues or questions which can be answered.
- Too much information gathering.
- Too much cutting and pasting (cf plagiarism).
- Too little understanding, analysis, evaluation, reflection, selection, use of evidence, development of reasoning.
- Different perspectives often mentioned in passing but not considered or used in coming to a judgement.
- Unstructured submissions.
- Word limits exceeded.
- Little understanding of future possible scenarios (replaced by consideration of actual situations).
- Any judgement/evaluation tacked on at the end rather than informing the whole study.

Possible solutions

Framing a question which can be answered within a topic would help to avoid many of the other problems.

For example, a study entitled 'Water' is likely to lead to a student gathering as much information as possible about water, but is unlikely to help them to analyse, evaluate or reflect on any of these issues.

On the other hand, the question 'To what extent can water shortages be dealt with on an individual level?' is likely to lead to students using evidence and information in order to answer that question (which will involve analysis, evaluation, reflection etc.). It ought also to encourage students to consider the extent to which national and global actions are necessary, and to weigh up the importance of actions at these different levels. The question might also stimulate the student to

consider the different perspectives of people upstream who will benefit from a dam, and those downstream, who may find that their water supply is diminished. It could also encourage students to consider the different personal perspectives of people in countries where there is plenty of rainfall and those where there is very little rainfall.

Problems with word limits and plagiarism can easily be dealt with by clear management and ensuring that students are aware of the assessment requirements.

Group Project

The Group Project should allow small groups of students to take some form of action to produce an outcome, whilst allowing them to demonstrate that they can analyse issues, work in a group and collaborate with students from another country.

Outcomes

There are many different suitable outcomes. The outcome should demonstrate some form of practical action in response to issues arising from one of the areas of study. For example:

- advertising campaign (persuading people to use water more sensibly)
- water-saving device
- awareness day
- series of poster designs showing different perspectives

Students must clearly state their proposed outcome in the Group Project plan.

Group size

Groups should comprise between three and four learners.

Cross-cultural collaboration

The project should show evidence that students have worked with students from another culture, community or country. This work should inform the whole project, not simply be represented in the comment, 'we talked to students from another country.' For example, students working on an awareness day could interview students in a partner school. They could represent, analyse and evaluate their responses as part of the way they raise awareness.

Group Project: assessment criteria

Group

- Production of a project plan.
- Representation of different perspectives, including cross-cultural.

Individual

- Constructive participation in group work/activities.
- Evaluation of project outcome.
- Evaluation of individual contribution and learning.
- Evaluation of project plan and process.

Group Project: common problems

- Group too large.
- Whole classes working on the same project.
- Little evidence of cross-cultural collaboration.
- Topics repeated from the Individual Research.
- Outcomes not specified and therefore individual evaluation of success in achieving outcomes becomes problematic.
- Tendency to gather and write down information on a topic rather than undertake something active such as building a model, designing a campaign to raise awareness, setting up an exhibition, producing a play.
- Alternatively, where the outcome is suitable, there may be too much focus on the outcome itself rather than the link to issues in an area of study or the thinking processes behind the outcome (which gain the marks).
- Cutting and pasting (plagiarism).
- Over-guidance by teachers regarding preparation of templates, correcting drafts of work etc.

Possible solutions

- Assist students in setting aims and outcomes.
- Ensure that students are aware of the assessment criteria.
- Use the Teacher Support forum or Rafi.ki to establish links with partner schools for Group Project work.

Written Paper

The focus of the Written Paper is enquiry, reasoning and evaluation. In response to a stimulus based on listed topics, candidates should be able to:

- identify and analyse key issues
- distinguish between fact, opinion, prediction and value judgement
- identify and evaluate possible future scenarios and courses of action
- take into account different perspectives on issues
- make judgements based on evidence and on personal perspectives
- suggest a line of enquiry, outlining a possible approach to a research project
- evaluate sources, claims and the effectiveness of arguments
- develop a line of reasoning to support a judgement, decision or course of action

These skills are likely to be tested by means of questions such as:

- Explain why some people are against X.
- How likely is it that Y will happen?
- What else would you need to know?
- What do you think? Give reasons to support your opinion; show that you have considered other points of view and why you disagreed with them.

The main area where candidate performance could improve is in questioning meanings, knowledge claims, ends/values, likely and possible consequences, alternative perspectives etc.

Teaching strategies

Learning by doing

The main challenge for teachers is to step back from being the centre of action in the classroom and let students take control of their own learning. Because this is a skills-based course, students will learn best by practising the skills. Because the specific content of the course is less important than the way students handle the information, there is less need for teachers to communicate information.

Control

When teaching a traditional subject, the teacher has control over everything in the classroom. When students are independent, active learners, the teacher has to hand some of that control to the students. Students may well decide what they are doing in some lessons. It is probable that they will decide which information to use. Remember that you are not 'out of control'. You become a manager and director, using suggestion, questions and nudges to make sure that students are learning and practising appropriately.

“ You will encourage students to consider personal, national and global perspectives, and you will encourage students to use the information they have gathered to present an argument or opinion rather than just cutting and pasting information. ”

Teaching roles

This emphasis on active learning does not mean that the teacher has no role. The teacher will still need to:

Question – one of your main roles will be to ask questions which require students to think, and to use their skills.

Plan – you will need to plan how students will practise their skills. You will need to prepare activities which allow them to practise and which require gradual independence.

Organise and manage – when students are engaged on work for the Group Project or Individual Research, you will need to provide deadlines, help students to set short-term goals, and manage their progress. You will need to ensure that students are directing their own learning appropriately.

Facilitate – you will need to facilitate learning by making sure that equipment, rooms and internet access are available. You will need to answer students' questions and direct them.

Motivate – at times you will need to encourage students and keep them motivated. You will be familiar with this role from your other subjects. In this course, because you will have the opportunity to listen to your students much more, you should quickly become aware of their strengths, weaknesses and interests, which can be used to help motivate them.

Support and guide – students sometimes need an objective adult to help them make progress. They can become too close to their work, and a teacher can help them to take a step back. A teacher can make positive suggestions to help a student overcome a difficulty.

Assess – you will provide formative assessment. That is, you will make comments which show students how they can improve, and you will help students to use mark grids and mark schemes so that they know how to access the highest marks they are capable of. You will also provide final assessment. That is, you will mark the Individual Research and the Group Project. These will be moderated by Cambridge.

Activities

This change means, for example, that, instead of giving students information about water use in sub-Saharan Africa, you will organise group activities in which students collect, select, question, reflect on and present information about this issue. You will encourage students to consider personal, national and global perspectives, to use the information they have gathered to present an argument or opinion rather than just cutting and pasting information.

Planning lessons

This section contains lesson plans to help you get started teaching the course.

There are three sections:

- Teacher notes: outline lesson plans and step-by-step guidance for teachers who are new to the course.
- Resources: documents and materials taken from books and the internet. These can be given to students.
- Worksheets: questions which use the resources and encourage students to think and to develop skills. These can be given to students. The worksheets encourage students to think through issues. The questions do not ask for specific information, so there are no 'right' answers.

You will be helping students to develop their awareness of global themes and issues and their ability to find out about and think about these issues. The emphasis is always on the students' skills rather than on specific knowledge. Your job will be, to a great extent, managing their development and facilitating their work. You will help students to navigate repeated journeys through a learning process which involves:

- setting a topic/question
- collecting and selecting information/ideas/arguments
- questioning information/ideas/arguments
- reflecting/planning
- presenting/taking action

This is very different from teaching a content-based subject. This can seem challenging – but it is also very exciting and rewarding. Remember to enjoy guiding your students on this journey.

Teacher notes: Lesson 1

Lesson 1

1. Show students an image of a student who is bored at school. (These can easily be found using a Google images search. Go to www.google.co.uk or www.google.com. At the top left-hand corner, click on Images. Type 'school bored' in the box.)
2. Use Worksheet 1, questions 1 and 2. Explore students' personal perspectives on school. You might ask students to make a table with two columns/a poster which explores the differences in the way they feel about school and what they think about education. This could be used later as part of a display about different perspectives on education.
3. Worksheet 1, question 3 starts to encourage students to think about other perspectives on education. Reassure them that there are no 'right' answers. This activity is partly intended to allow students to explore their own thinking without worrying about getting the answer wrong. Walk around groups and stimulate them with further questions such as, 'Is education about providing model citizens? Why?', 'Is education about turning young people into productive economic units? Why?', 'Is education about helping young people to find out who they are? Why?', 'Is education about helping young people to discover what they can do well? Why?', 'Are there some things that everybody ought to learn how to do? Why?', 'Does it matter if you can't speak English/read/add up/understand calculus/work out what happens when two chemicals combine/etc.? Why?'
4. Read 'Barefoot Boy' from Document 1 with students. Make sure that they have a gist understanding of it – an uncared-for boy is not at school, he is hungry, he steals a handbag and spends the money on bread. Later (probably for a different offence) he is in court for stealing. Put students in groups to consider the issues in question 4 on Worksheet 1. Ask them to make notes on their discussion. They may find it useful to appoint a note-taker. Tell them that they will need to refer to these notes in a later lesson.

Resource: Document 1

Extracts from 'Barefoot Boy' by J. L. Mason from 'Bahamian Anthology'.
College of the Bahamas, Macmillan Caribbean, 1983.

Little barefoot boy, why no school today?
Is it a holiday that you wander in this way?
Do you dream of bright toys, other little boys
As you wander on your lonesome way,
You with your seven tender years
Little barefoot boy?

Ah! do you see a door unlatched
And think it only a prank, child's play
When you enter and a handbag take away.
No one saw or did not care to ask you why;
So you cracked conch and bread did buy.
Your first try?

Did we not see your pleading eyes?
Did we pass you by somehow?
No matter – you sit silent in the courtroom now
In your rags and tatters, head bowed,
Little, skinny, unloved, frightened
Barefoot boy.

Worksheet 1

1

Your teacher will show you an image of a young person at school. Answer the questions:

- a. What does school mean to this person?
- b. Why do you think this person feels this way?

2

Answer the following questions:

- a. What do you think about education?
- b. Do your feelings and thoughts about education always match? (For example, do you sometimes feel bored or frustrated even though you think education is important?) Why?

3

Work in groups to think about the following questions:

- a. Do you think that everyone in the world feels the same way about education as you? Why?
- b. What is education for?

4

Read the extracts from 'Barefoot Boy'. In your groups, consider the following questions. Make notes on your discussion.

- a. Why do you think little barefoot boy is not at school?
- b. Do you think he would like to go to school?
- c. What is this poem trying to say about education?
- d. Is this poem talking about a personal, national or global problem?
- e. Whose responsibility is it to make sure children go to school?
- f. What can be done if parents don't send their children to school?
- g. What reasons are there for parents not sending their children to school?
- h. Do you think that little barefoot boy would avoid crime if he went to school?

Teacher notes: Lesson 2

Lesson 2

1. In their groups students should go to www.unicef.org/infobycountry/bahamas.html. They should use this site to answer the questions in Worksheet 2, question 1.

2. Students should look at statistics from two other countries on the same website. Different groups might choose different countries, so that the whole class can build up an idea of differences around the world. The class should get information from at least one country on each continent, including their own country.

3. Introduce the idea of questioning the reliability of information using a short scenario/role play. For example:

There has been a fight in the school canteen. Whose fault was it? Consider the following witness accounts. Who is reliable (or not) and why do you think this?

Tomas: Barack attacked me. I was eating my lunch with my girlfriend Jess, and Barack just came up and punched me.

Jess: Me and Tomas were sitting in the canteen talking. We'd just finished eating our lunch. We were talking about going to the cinema on Saturday. Barack was listening and I told him to go away, I wasn't his girlfriend any more, I was going out with Tomas. Then he just hit Tomas.

Neil: I don't know any of them really. I was sitting in the canteen on my own reading a book. I heard Tomas telling Barack to get lost, Jess was his girlfriend now. Tomas stood up and told Barack he would kill him if he didn't leave Jess alone. I think Jess enjoyed the two boys fighting over her. I didn't see who threw the first punch.

Tomas and Barack both have a reason to lie, to protect themselves, because the person who started the fight is likely to get into more trouble.

Jess probably has a reason to lie to support Tomas, as she is currently his girlfriend and she won't want to get into trouble with him, especially not if he can be violent.

Neil doesn't have any reason that we know of to lie about what happened. He seems to be uninvolved in the dispute. He was an eye witness, so he should have seen at least some of what was happening, unless he was concentrating very hard on his book. So Neil's account is probably the most reliable.

Question: What does it mean here to start the fight? Does it mean throwing the first punch? Or does it mean taunting someone?

Show students that they already have some of the skills needed to judge the reliability of information. They already consider, for example, whether someone is known to lie, whether they have a reason to lie, whether they are in a position to know what was happening (or are just repeating rumours). Then tell students that these concepts can also be applied to information found on the internet or in the newspapers.

4. Encourage students to question the information from UNICEF using the questions in Worksheet 2, question 3.

5. Ask students to reflect on the statistics, using questions such as 'If children don't finish primary school, what do you think the consequences will be (for the child/country)?'

Make sure that students know the word 'consequence'.

Make sure that students are comfortable using 'If ... then ...' structures. If they are not, give them time to practise using an English grammar book. This is a very important structure for expressing the sort of thinking that this course encourages.

6. Consider the reliability and implications of the information in Document 2.

7. You might wish to ask students to find out about education systems or educational possibilities in other countries. You could make contacts with schools in other countries through the Cambridge online forum or through rafi.ki, and share information and pictures about your own school, experiences and education systems.

8. Students should now work in groups to make a display. Emphasise the importance of using the information they have collected to answer the question, 'How important is education?'

Encourage students to consider the personal, national and global perspective. The display could have different sections, but it is worth reminding students that there are links between the personal, the national and the global. Remind students to use ideas and information from all the discussions they have had – for instance, they took notes when they discussed questions relating to 'Barefoot Boy'. They could use some of those ideas now.

Resource: Document 2

- Seventy-five million children of primary school age are not in school, including just under one-third of the relevant age group in sub-Saharan Africa.
- Over a third of children in rich countries complete university. In much of sub-Saharan Africa, less than a third of children complete primary education and just 5 per cent attend university.

www.uis.unesco.org/ev.php?ID=7602_201&ID2=DO_TOPIC

Worksheet 2

1 The poem 'Barefoot Boy' was written in the early 1980s by a Bahamian poet. Use the internet to find answers to the following questions. You will find <http://www.unicef.org/infobycountry/bahamas.html> a useful site.

- a. What proportion of children in the Bahamas attend primary school all the way to the end?
- b. What proportion of children are enrolled in secondary school in the Bahamas?
- c. What proportion of the population in the Bahamas uses the internet?
- d. What effect do you think this will have on education and the economy?

2 Compare your answers to 1a, b and c with statistics from two other countries. You can find statistics about most countries on the UNICEF website.

3 Has your information come from a reliable source?

- a. What is UNICEF?
- b. Does UNICEF have a reason to be untruthful about the statistics?
- c. Does UNICEF have access to accurate information?
- d. So, overall, do you think you should trust this source of information?

4 Read the information in Document 2.

How will the differences in education between children in poor countries and children in rich countries affect their lives?

5 This information came from UNESCO.

- a. What is UNESCO?
- b. Is UNESCO likely to be a reliable source of information? Why?

6 Make a display to answer the question, 'How important is education?' Use the information you have collected about education around the world. This could include a bar chart showing your answers to questions 1 and 2. Use facts and opinions from your discussions so far on this course. Can you find any relevant images?

Teacher notes: Lesson 3

Lesson 3

1. Encourage students to think through issues to do with human rights and education, using Document 3 and Worksheet 3, question 1. Prompt them with more questions to really follow their thoughts.

2. Students should find information about the UN more independently. If necessary, show them how to do an internet search rather than giving them the website address. Remind them to use **www.google.co.uk** or **www.google.com** to get the best selection of websites in English.

3. Students should engage in a mini-project, as outlined on Worksheet 3. Encourage them to put considerable effort into the plan. In the first instance, they should not be distracted by writing the song or designing the CD cover, but should really focus on planning. Suggest that they use a table as follows:

Task	Who	When	Comments
Brainstorm ideas	All	Today	
Find information on school dropout and jobs	Elanta and Markus	By Thursday	This will help us to show that it's a bad idea to drop out of school
Decide a title	All	Today	
Write a song	Maria	By next Tuesday	

4. Students should record their songs and present their performance. They should display the CD cover/poster with a short explanation of the thinking behind it. Each student should vote for the song/CD cover or poster that they like best. Reward the group which gets the most votes.

5. Feed back to students on the quality of their group work and co-operation.

6. Encourage students to write a reflective log of their learning in the course so far, using the questions on Worksheet 3, question 4. Writing like this should help them to become independent, reflective learners.

Students have now been through the learning process:

- A topic has been set.
- They have collected information and ideas.
- They have questioned the information and ideas.
- They have reflected on the issue.
- They have planned.
- They have presented information and ideas (poster).
- They have acted (Project).

Students have also practised skills for each part of the assessment:

- They have produced a display which could form part of the Individual Research.
- They have planned a mini-project and carried out their plan.
- They have considered consequences, questioned the reliability of sources (a form of questioning knowledge claims) and written their opinions. These tasks will help them prepare for the Written Paper.

Students should now be ready for another journey through the learning process on a different subject. Next time they should be more independent. For example, instead of giving them website addresses, you can help them use internet search engines. You can help them to select relevant documents rather than providing the documents. You can remind them to question the information they find by considering whether the source of the information has any reason to lie, or whether it has access to accurate, first-hand information. By the end of the course, students should be able to collect, question, reflect on, plan and present or take action, largely independently.

Resource: Document 3

Universal Declaration of Human Rights Article 26.

- (1) Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit.
- (2) Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace.
- (3) Parents have a prior right to choose the kind of education that shall be given to their children.

www.un.org/en/documents/udhr/

Worksheet 3

1

Read Document 3. In groups, consider the following questions:

- a. Do you agree that everyone has the right to education? Why? What about people who stop others from learning?
- b. Do you agree that education should be compulsory? Are there some circumstances in which children should not go to school?
- c. Should education be free? Do we value things that are free?
- d. Do you agree that parents have the right to choose the kind of education given to their children? Don't children have any choice?
- e. At what age do you think that children become old enough/wise enough to make decisions about their own education?

2

Document 3 is taken from the Universal Declaration of Human Rights on the United Nations website.

- a. What is the United Nations?
- b. What does the United Nations do?
- c. Do you agree that there are human rights which everybody should have?
- d. Do you think that individual countries should be able to choose which rights their citizens have? Why?

3

Mini-Project: You are going to write a song about education and produce a CD cover or poster to go with it.

- a. Your song must express an opinion and not just give facts.
- b. Your CD cover or poster must address some of the issues you have been thinking about.
- c. You must write a Group Project plan, which lists your outcome, all the tasks that need to be done and who is going to do them.

4

Log book: You have now been through the teaching and learning process of collecting, questioning, reflecting, planning, presenting and acting. You should write your thoughts and feelings about this process. For example,

- a. What have you learned?
- b. How have you learned?
- c. How is this course different from your other subjects?
- d. Do you like this way of learning? Why?
- e. How can you improve your performance?
- f. Write about one thing that you really enjoyed.
- g. Write about one thing that you are pleased with.
- h. Write about one thing you think you could improve.

Accessing help and resources

University of Cambridge International Examinations has produced support materials which can be found on the Teacher Support website and on the Global Perspectives Discussion Forum. Registered schools have access to these sites. Please contact your Teacher Support website co-ordinator (often the exams officer in a school) who will be able to give you a username and password to give you access to the Cambridge Teacher Support website. Please contact us at international@cie.org.uk should you need details of your school's Teacher Support website co-ordinator. Once you have your password, nothing could be simpler than logging on and accessing:

- advice on planning the course
- lesson plans
- teaching materials
- advice and discussions about teaching strategies
- specimen assessment materials
- past exam resources
- mark schemes (very useful for showing your students the sort of answers which achieve good marks)
- examiner reports (which are full of advice on how to improve students' performance)
- information about training – online and face-to-face training
- a website resource list

In the Discussion Forum you can chat to teachers of Cambridge IGCSE Global Perspectives around the world. You can support each other, swap experiences, ideas and tips, and make contact with schools which could collaborate with your students, either in normal lessons or for the Group Project.

English language websites (many of them produced by news organisations) from around the world contain useful and interesting articles. Some of the following newspapers and sites could be used to provide different perspectives on the topic areas. You might find articles yourself, or direct students to these sites to help them develop their research skills.

Useful resources

Organisation name	Web address	Details
BBC	www.bbcworld.com www.bbc.co.uk/worldservice	International websites from the London-based BBC
Aljazeera	http://english.aljazeera.net/	Qatar-based international news and current affairs channel
New York Times	www.nytimes.com	News and opinion from serious US publication
The Times	www.timesonline.co.uk	Serious UK newspaper. The Guardian and Independent sometimes give alternative views. Subscription fee needed
Daily Mail	www.dailymail.co.uk	A very good source for analysing argument in class
Mail and Guardian	www.mg.co.za	South African news and opinion
New Zealand Herald	www.nzherald.co.nz	New Zealand perspective on news
Straits Times	www.straitstimes.com	From Singapore
Jakarta Post	www.thejakartapost.com	Asian view from Indonesia
Bangkok Post	www.bangkokpost.com/news	From Thailand
New Straits Times	www.nst.com.my	Malaysian source
Pakistan Dawn	www.dawn.com	View from Pakistan
Asia Times	www.atimes.com	Hong Kong based
New Scientist	www.newscientist.co.uk	Scientific context

Glossary

Active learning: Methods of learning in which the learner is actively engaged, for example in research sequences, designing, peer assessment, role play, making artefacts or videos, etc.

Assessment: Formative assessment measures progress in learning and involves techniques such as conferencing, short tests or quizzes, structured question tests, observation of performance. Summative assessment measures achievement in learning and may involve research, projects (or other aspects of coursework) and written examinations.

Design: This is a bigger term than just 'Planning'. Most design work responds to a brief or specification, in this case the Global Perspectives syllabus, and this involves teachers in the 'envisioning', drafting and detailing of learning programmes, modules and units and the learning activities to meet design learning objectives.

Differentiation: Given that learners have different 'needs', it follows that elements of design such as learning activities, assessment schemes and evaluation techniques should try to meet such needs. In this way learning can be a positive and rewarding experience for each learner.

Evaluation: This looks at the ways in which learning and learning experiences can be developed. The quality of such reviews depends largely upon the quality of input evidence, the range of evidence sources and the time devoted to the exercise. Evaluation should be formative as well as summative and teachers ignore it at their peril.

Facilitate: An awkward term which compounds elements of provision (such as resources, instructions and learning environments), management (of time, resources, navigation of learning programmes, modules or units) and guidance in skills, operation of equipment, production of oral and written work.

Learner feedback: Teachers are often wary of gaining feedback from learners, but properly targeted and sensibly used it can provide useful input into evaluation, give a more 'professional' dimension to a course and help foster useful learning 'bonds' between teachers and students.

Learner needs: These may be emotional, physical or personal and there is no doubt that each student has individual interests, aptitudes and skill confidences. Successful teachers and learning programmes find out what these needs are at the earliest opportunity and gear learning activities towards meeting them.

Practice: This puts designs into action. In this subject key elements of practice include clear instructions, careful facilitation, teamwork and other forms of active learning, formative assessment, frequent evaluation and in-school coursework assessment.

Professional diary: It is good practice for teachers (as well as students) to make very regular use of a log or diary to record events, views and comments as they happen. This is more than – and additional to – any markbook or record of marks, grades or comments. It is a direct aid to evaluation and is very much to be recommended.

Reflective practice: This comprises elements of comment, feedback and evaluation and is common to other professions beyond teaching. It provides analysis and perspectives which improve learning activities and professional practice.

Websites resource list

The aim of this list is to provide some indication as to where online resources are available to assist schools in the teaching and resourcing of Cambridge IGCSE Global Perspectives.

Please note:

- Many of the sites which have been included may include resources and ideas for more than one of the topics.
- The content of internet websites is dynamic and constantly changing. Whilst we have taken appropriate steps to try to ensure the sites listed are appropriate, we accept no responsibility for the content of any of the sites included in this list. Schools are strongly advised to check each site for content and accessibility prior to using it with students.
- University of Cambridge International Examinations will endeavour to update this list regularly and welcomes up-to-date additions and suggestions from schools teaching Cambridge IGCSE Global Perspectives.

Section A

INTRODUCTION TO ISSUES WITHIN GLOBAL PERSPECTIVES

www.globaldimension.org. This site provides reviews of 350 teaching resources for 14-16 year-olds (books, films, websites etc.). UK source but global topics covered.

www.teachandlearn.net/teachglobal/ This is the Open University and the BBC World Service's free online professional development unit.

www.oxfam.org.uk/education Oxfam's education website designed for teachers in the UK but with a range of material which may be suitable for international schools.

www.local4global.org.uk/sites/local4global.org.uk/files/DFID-Treasury-global-partnerships.pdf
Guidance and advice on finding partner schools and developing a global dimension in school.

www.oxfam.org.uk/coolplanet/kidsweb/ Oxfam's site for children including teaching resources, children's stories, and fair trade information.

www.oxfam.org.uk/education/resources/category.htm?5 Oxfam's school site includes resources on climate change, conflict, water and human rights.

www.sln.org.uk/geography/ Staffordshire Learning Network is a geographical site with teaching suggestions, many of them tried in the classroom.

www.globalgang.org.uk/ Downloadable resources on refugees, fair trade etc.

www.peopleandplanet.net/ A range of topics e.g. population and food, climate change, food and agriculture etc.

Section B

LINKING/SCHOOL PARTNERSHIPS – PROJECT WORK

Making a formal link with a partner school abroad can help in devising project work.

www.rafi.ki/site/ Rafi.ki is free to schools outside the UK. Provides a way to create international partnerships and has resources for projects. It has sections on finding a partner, the projects that schools could work on, communication tools e.g. audio and video conferencing, and guidance on secure communications for students.

www.ukowla.org.uk A UK-based charity helping communities make international links.

www.bbc.co.uk/worldclass/ A BBC website aimed at supporting schools who wish to make international links.

www.etwinning.net Website for linking schools based in the European Community.

www.britishcouncil.org/learning-connecting-classrooms.htm Advice on linking between UK and international schools. Case studies, collaborative projects and professional development.

www.soundaffects.org.uk UK-based organisation that links children across the globe through audio recordings. Two examples of Ghana and Sri Lanka linking with schools across the UK.

www.delicious.com/ Delicious is a free, online social bookmarking tool that allows you to share articles, links, and any web-based information you find in one space. Delicious is a collection of your favourite links that you can share with friends and family. You can also discover new things based on interesting links shared by others.

www.youtube.com/ The leading website for online video to watch and share videos worldwide. You can easily upload and share video clips and see first-hand accounts of current events, videos to match your interests, and more.

www.teachertube.com/ TeacherTube is a free online community for sharing instructional videos. You can tag, upload, and share videos worldwide, and more.

www.picnik.com/ Picnik is a free photo-editing tool to use on your web browser, with no downloads or registration required. You can crop, resize and rotate in real-time; use artsy special effects, fonts, shapes, and more. Picnik works for Mac, Windows and Linux.

Section C

CURRICULUM SUPPORT

BELIEF SYSTEMS

www.amnesty.org.uk Amnesty International's website.

www.un.org United Nations website.

www.religioustolerance.org/var_rel.htm Information on religious tolerance and many belief systems.

www.reep.org/resources/weblinks.php Website provides background information on the core beliefs of the world ... and provides links to resources for more than 20 world religions and belief systems.

www.rafi.ki/gemin-iplus/ Rafiki project: Exploring Islam.

BIODIVERSITY AND ECOSYSTEM LOSS

www.whyorganic.org Soil Association in UK website.

www.foe.co.uk Friends of the Earth website. UK-based charity website that campaigns for solutions to environmental problems.

www.plantcultures.org.uk Website demonstrating the importance of South Asian plants. Downloadable resources aimed at UK schools but could have some relevance in other contexts.

www.wwf.org.uk/what_we_do/safeguarding_the_natural_world/index.cfm World Wildlife Fund website. Identifies threats to the natural world and campaigns against damage to the natural world. Schools section offers resources and ideas.

www.nhm.ac.uk/nature-online/biodiversity/ UK Natural History Museum biodiversity site. Information about what biodiversity is and how to measure it. Some UK-focused information but also general information for students in an international setting.

www.trees.co.za/ Food and trees in Africa.

www.nationalgeographic.com/wildworld/educators.html Resources for teachers.

www.biodiversity911.org/EducationalResources/EducationalResources.html WWF educational resource centre.

www.rafi.ki/gemin-iplus/ Rafiki project on biodiversity: Circle of Life.

CLIMATE CHANGE

www.ace.mmu.ac.uk/eae/english.html Information about the atmosphere, climate and environment.

www.atlanticrising.org/ Atlantic Rising explores what will be lost around the Atlantic Ocean if sea levels rise by one metre. Links to resources for schools.

www.yourclimateyourlife.org.uk/ Royal Geographical Society (based in London) website to highlight the issues of climate change for young people.

www.foe.co.uk Friends of the Earth website. See above.

www.cat.org.uk/education/ed_content.tpl?subdir=education&sku=ED_50 Centre for Alternative Technology in Wales, United Kingdom. A centre dedicated to promoting alternative technology for energy, building, food production, etc. and a greener lifestyle.

www.coolkidsforacoolclimate.com Student-centred website offering information on climate change.

www.carbontrust.co.uk/publications Free energy-saving guides available for download.

epa.gov/climatechange/kids/index.html United States Government Environmental Protection Agency site for children, with information on climate change and resources for teachers.

www.epa.gov/climatechange/kids/links.html Information for students.

gcmd.gsfc.nasa.gov/Resources/FAQs/glob_warmfaq.html Global warming and the greenhouse effect.

www.pewclimate.org/global-warming-basics Information about global warming.

tiki.oneworld.net/global_warming/climate_home.html Climate change for children.

globalwarmingkids.net/ Global warming for children.

www.rafi.ki/gemin-iplus/ Rafiki project on Carbon footprint.

www.rafi.ki/gemin-iplus/ Rafiki project on Climate change.

www.rafi.ki/gemin-iplus/ Rafiki project on Recycling.

CONFLICT AND PEACE

www.amnesty.org.uk Amnesty International.

www.everyhumanhasrights.org/ Website promoting human rights with case studies where human rights are under threat.

www.kimberleyprocess.com/home/index_en.html Trade in Blood Diamonds.

www.oneworld.net News from over 1600 human rights websites.

www.un.org United Nations website.

www.un.org/Pubs/CyberSchoolBus/ United Nations site for young people.

www.ipisresearch.be/?&lang=en International Peace Information Service.

www.oxfam.org.uk/education/resources/iraq/ Information about the Iraq war and other material on conflict and peace.

www.rafi.ki/gemin-iplus/ Rafiki project: Blood Diamonds.

www.rafi.ki/gemin-iplus/ Rafiki project: Roadmap to Peace.

www.rafi.ki/gemin-iplus/ Rafiki project: Darfur: Impossible Choices.

DISEASE AND HEALTH

www.bbc.co.uk/scotland/education/int/geog/health/development/social/life_expectancy/index.shtml World life expectancy information.

news.bbc.co.uk/1/hi/health/4850986.stm Example of UK variations in infant mortality.

www.bbc.co.uk/scotland/education/int/geog/health/health/index.shtml A resource with an interactive map to look at cholera, cancer, malaria and coronary heart disease.

www.who.int/topics/obesity/en/ World Health Organization (WHO) site on obesity.

www.who.int/features/2005/chronic_diseases/en/ Malri's story: facing obesity (Kenya). Chronic disease site from the WHO.

www.who.int/topics/child_health/en/index.html WHO Child health site.

www.who.int/dietphysicalactivity/en/index.html WHO diet and physical activity campaign.

www.prb.org/Publications/Datasheets/2007/2007WorldPopulationDataSheet.aspx Population Research Bureau statistics including report on malnutrition (2007).

news.bbc.co.uk/1/hi/world/americas/7018057.stm Article about a young American boy who died through lack of access to health care.

www.census.gov/ipc/www/idb/ A site for producing country scale population pyramids for present and future.

www.census.gov/aboutus/stat_int.html A gateway into all national statistics sites.

www.prb.org/Articles/2007/OctDCPBlurb.aspx A brief site with links to the debate on elderly populations.

news.bbc.co.uk/1/hi/health/4756650.stm A BBC report on encouraging a healthy lifestyle.

www.independent.co.uk/news/europe/stark-warning-on-childhood-obesity-problem-468833.html The Independent newspaper, UK. Article on adopting a healthy lifestyle.

www.netdoctor.co.uk/teenagehealth/index.shtml A general site with information about teenage health.

www.youthhealthtalk.org/ Real-life case studies of teenage health issues. Local helplines e.g. school nurse, health clinics, Samaritans.

www.dpi.org/ Disabled Peoples' International – an organisation that promotes rights of disabled people worldwide.

www.unicef.org UNICEF main website.

www.childinfo.org A UNICEF site focused on child welfare.

www.wethepeoples.org.uk A DVD of nine films which support the UN Millennium Development Goals.

www.actionaid.org International charity website with national site links.

www.sightsavers.org International charity aimed at supporting those with sight difficulties.

www.avert.org/aids.htm Global information about Aids.

www.rafi.ki/gemin-iplus/ Rafiki project: MSF (Médecins Sans Frontières) is an international medical humanitarian organisation. It delivers emergency medical aid to people affected by armed conflict, epidemics, natural disasters or exclusion from health care.

EDUCATION FOR ALL

www.wethepeoples.org.uk A DVD of nine films which support the UN Millennium Development Goals.

www.un.org United Nations website.

www.unesco.org.uk/education_for_all Includes some teaching resources.

www.peacechild.org/ Empowering young people.

www.stonewall.org.uk/at_school/education_for_all/default.asp Stonewall is the lesbian, gay and bisexual society.

EMPLOYMENT

www.oxfam.org.uk/coolplanet/kidsweb/

www.rgs.org/AboutUs/About+us.htm Royal Geographical Society website with suggestions and links.

www.globaleye.org.uk Teaching resources.

www.actionaid.org International charity website with national site links. Includes resources, some free to download.

www.ilo.org/public/english/employment/strat/download/get08.pdf Global employment trends 2008 and other links.

www.guardian.co.uk/global-development/poverty-matters/2011/jan/25/ilo-high-unemployment-young-global-recession Article about global unemployment.

www.un.org/apps/news/story.asp?NewsID=36714&Cr=employment&Cr1= Article about global unemployment from the UN.

FAMILY AND DEMOGRAPHIC CHANGE

www.bbc.co.uk/worldservice/sci_tech/features/essentialguide/theme_fam.shtml BBC World Service web link – population and family structure change. Two podcasts – one on global demographic change and one on changing family structure.

geographyfieldwork.com/DemographicTransition.htm Demographic Transition model.

www.census.gov/ipc/www/idb/ US government census site. Information on countries around the world and population pyramids.

www.refugeecouncil.org.uk UK-based support for refugees.

www.unhcr.org.uk United Nations High Commission for Refugees.

www.childinfo.org Part of the UNICEF sites – includes statistical details.

FUEL AND ENERGY (see also CLIMATE CHANGE above)

www.foe.co.uk Friends of the Earth website.

www.cat.org.uk Centre for Alternative Technology.

www.yourclimateyourlife.org.uk/ Includes information on renewable energy.

www.carbontrust.co.uk/publications Free energy-saving guides available for download.

HUMANS AND OTHER SPECIES

www.peopleandplanet.net/ A range of topics e.g. population and food, climate change, food and agriculture.

www.childinfo.org Part of the UNICEF sites – includes statistical details.

www.humanrights.com/#/what-are-human-rights

www.unicef.org/voy/explore/rights/explore_4406.html Site for young people on human rights.

www.rafi.ki/gemin-iplus/ Rafiki project: Make the link, break the chain – a project about slavery.

LANGUAGE AND COMMUNICATION

www.shirky.com/ The effects of the internet on society.

pewresearch.org/pubs/1508/internet-cell-phone-users-news-social-experience The rise of the internet.

www.freewebs.com/international-languages/ Global election of one language.

forum.spore.com/jforum/posts/list/1607.page Blog on one global language.

www.whatissocialnetworking.com/ Information on social networking.

www.guardian.co.uk/media/socialnetworking Articles about social networking.

LAW AND CRIMINALITY

www.amnesty.org.uk Amnesty International.

www.everyhumanhasrights.org/ Human rights.

www.hg.org/crime.html Guide to criminal law.

www.facebook.com/topic.php?uid=2366036917&topic=3547 Facebook discussion group on 'stealing' from the internet.

www.guardian.co.uk/society/2008/sep/19/prisonsandprobation.civilliberties Article on giving prisoners the right to vote.

www.bbc.co.uk/news/world/ For the latest news.

POVERTY AND INEQUALITY

www.actionaid.org/main.aspx?PageID=2 Committed to fighting world poverty. Also has links to countries worldwide.

www.christianaid.org.uk/resources/games/ Resources for children about world poverty.

www.dfid.gov.uk/ Department for International Development is the part of the UK government that manages Britain's aid to poor countries and works to get rid of extreme poverty.

www.liveaid.org.uk/default.aspx Charity striving to alleviate hunger and suffering.

www.un.org/ The United Nations website.

www.oxfam.org.uk/education Oxfam's education website designed for teachers in the UK but with a range of material which may be suitable for international schools.

www.globalissues.org/article/4/poverty-around-the-world Information and resources for poverty in different countries.

www.savethechildren.org.uk/ Children's rights.

SPORT AND RECREATION

www.hg.org/sport-recreation-law.html Guide to the laws concerning sport and recreation.

www.sportandrecreation.org.uk/ Sport and recreation alliance in the UK.

www.globalsportsdevelopment.org/?gclid=COM0_876lqcCFUYifAodPyxUbw The foundation for global sports development.

www.wrecreation.com/en/ World Recreation Educational Association.

www.worldatlas.com/aatlas/infopage/olympic.htm Information about the Olympic Games.

olc.spsd.sk.ca/de/resources/olympics/ Resources for teachers.

TECHNOLOGY AND THE ECONOMIC DIVIDE

www.cfsk.org/ Computers for schools.

www.digital-links.org/ Information about recycling computers and providing technology in the developing world.

news.bbc.co.uk/1/hi/technology/8568681.stm Article about the digital divide.

news.bbc.co.uk/1/hi/special_report/1999/10/99/information_rich_information_poor/466651.stm
Article about bridging the digital divide.

www.digitaldivide.net/ The digital divide network.

www.independent.co.uk/news/business/sustainit/closing-the-digital-divide-1640433.html Article about ICT improving the quality of life in developing countries.

www.digitaldivide.org/ The digital divide institute.

www.microsoft.com/presspass/features/2000/02-01trio.msp Response to the digital divide.

TRADE AND AID (See also – POVERTY AND INEQUALITY section)

www.fairtrade.org.uk Website of the Fair trade Foundation.

www.dubble.co.uk Pioneering fair trade chocolate with Comic Relief.

www.ethicalconsumer.org Information for consumers on how to buy ethically-sourced goods.

www.kimberleyprocess.com/home/index_en.html Trade in Blood Diamonds.

www.rafi.ki/gemin-iplus/ Rafiki projects: Fair trade around the world and Free and Fair Trade.

TRADITION, CULTURE AND IDENTITY

www.unicef.org

www.diversityanddialogue.org.uk An organisation that aims to build relationships between different communities in the UK.

www.movinghere.org.uk Stories of journeys to Britain in the last 200 years.

issues.tigweb.org/culture Discussions about culture.

www.lessonplanspage.com/SSLAOCICountriesandCulturesIdeas18.htm Ideas for teaching about traditions and culture.

wilderdom.com/games/MulticulturalExperientialActivities.html Multicultural, Cross-cultural and Intercultural games & activities.

www.rafi.ki/gemin-iplus/ Rafiki project on Celebrations.

www.rafi.ki/gemin-iplus/ Rafiki project on diversity: Diverse Links.

TRANSPORT AND INFRASTRUCTURE

www.historyworld.net/wrldhis/PlainTextHistories.asp?historyid=ab79 The history of transport and travel.

www.timesonline.co.uk/tol/news/environment/article7055720.ece Article about the online electric vehicle.

news.bbc.co.uk/1/hi/uk_politics/4652534.stm Article about future transportation.

www.futureagenda.org/?p=326 Discussion about transport – global challenges.

URBANISATION

www.foe.co.uk Friends of the Earth website.

www.earthfromtheair.com Some aerial photos of urban areas.

www.globaleye.org.uk Includes teaching resources.

www.sln.org.uk/geography/ Staffordshire Learning Network is a geographical site with teaching suggestions, many of them tried in the classroom

www.geographyinthenews.rgs.org Up-to-date articles about geographical issues. Registration required for full use.

www.google.com/earth/index.html Explore, search and discover by combining the power of Google Search with satellite imagery, maps, terrain and 3D buildings to put the world's geographical information at your fingertips. Free download for PC, Mac or Linux.

www.globaleducation.edna.edu.au/globaled/go/cache/offonce/pid/1820 Teacher resources supporting the integration of a global perspective across the curriculum in Australia. Resources also for other Global Perspectives topics.

www.geography.learnontheinternet.co.uk/vgd/links.html Teacher resources for Geography topics.

WATER, FOOD and AGRICULTURE

www.wateraid.org International website with country-specific pages.

www.nrdc.org/water American website. Natural Resources Defense Council working towards protection of natural resources.

www.oxfam.org.uk/education/resources/water_for_all/ An online resource for students about water.

www.waternet.be/ A website set up to look at the geopolitics of water in the Middle East.

whyfiles.org/131fresh_water/2.html Information about water shortage.

www.acdi-cida.gc.ca/acdi-cida/acdi-cida.nsf/eng/REN-218125537-Q2B Canadian website about water.

www.globalwater.org/links.htm Links to sites about water.

www.lenntech.com/water-food-agriculture.htm About the use of water in food and agriculture.

www.who.int/water_sanitation_health/diseases/malnutrition/en/ Water sanitation and health.

www.hrea.org/index.php?doc_id=404 Human Rights Education Associates.

www.facingthefuture.org/GlobalIssuesResources/GlobalIssueResources/FoodWaterSecurity/tabid/243/Default.aspx Resources for teachers about food and water security.

www.fao.org/sd/erp/toolkit/ERPtkviewdata_en.asp?codecategorie=2&NameCategory=Primary%20education Food and agriculture organisation of the United Nations. Resources for teachers.

Scheme of work: Disease and Health

This unit can be used at any stage of the course; there are some key links from this unit to others such as Family and Demographic Change; Education for All; Technology and the Economic Divide; Tradition, Culture and Identity; Urbanisation; and Water, Food and Agriculture. Where possible the activities have been designed with the three forms of assessment in mind. There are several opportunities to **complete either Individual Research or Group Project work** as well as prepare students for the external Written Paper. **Possible Individual Research and Group Project activities are highlighted in red.**

A variety of activities is suggested ranging from individual through pair to group work. Students will be required to complete research outside the classroom. The scheme of work is meant as a guide, not a prescriptive document, and should be used as such. There are ideas for lessons, and links to resources and websites are provided. Resources and web links should be changed where appropriate to accommodate and support students' own experiences.

Learning outcomes (knowledge and skills)	Syllabus assessment objectives	Teacher notes and lesson ideas	Resource links and suggestions for extension work	Internet resources
<p>3 lessons</p> <p>Know what infant mortality rate (IMR) and life expectancy (LE) are and their global distribution.</p> <p>Know how IMR and LE vary within one country e.g. urban compared to rural – example of India given.</p> <p>Explain why there are differences in IMR and LE rates both globally and within countries (IMR: health care of children, water supply, and health of mother; LE; health care, diet, environment, AIDS etc.).</p>	<p>AO1 AO2 AO3</p>	<p>Interpretation of choropleth (shading) maps of IMR and LE at global and national scale (where possible). These could be given without a title first (Mystery maps) so that students can speculate about what the pattern might show. Description and explanation of the maps.</p> <p>Identify enquiry questions for the topic using the 5W technique (who, what, why, when, where) and encourage the use of 'how' to form questions. <i>E.g. Where are the IM rates the highest and why? How do governments try to reduce IMR? Should non government organisations have a role in reducing IMR?</i> The questions can be returned to at the end of the topic for an assessment of learning.</p> <p>Discussion and debate.</p> <p>Synthesis of factors affecting IMF and LE e.g. concept mapping/ mind mapping.</p>	<p>Resource 1: Mystery maps</p> <p>Extension work Construction of choropleth maps. Recognise weaknesses of this technique.</p> <p>Comparison of IMR and LE rates within a more and less developed country</p>	<p>www.bbc.co.uk/scotland/education/int/geog/health/development/social/life_expectancy/index.shtml</p> <p>Example of India and variation in life expectancy between states www.indiatogether.org/health/infocfiles/life.htm and also infant mortality www.indiatogether.org/photo/2003/inf-mortal.htm</p> <p>Example of UK variations in infant mortality news.bbc.co.uk/1/hi/health/4850986.stm</p>

Learning outcomes (knowledge and skills)	Syllabus assessment objectives	Teacher notes and lesson ideas	Resource links and suggestions for extension work	Internet resources
<p>3–4 lessons</p> <p>Know the major health problems in the world today e.g. diseases such as cancer, heart disease, malaria, cholera, AIDS and malnutrition, obesity.</p> <p>Know the pattern of distribution of a selection of these health problems.</p> <p>Explain the pattern of world health problems (causes and also reasons for difference in distribution e.g. developing world vs. developed; ‘wealthy vs. poor’ diseases).</p> <p>Evaluate the effectiveness of policies and actions to improve the health issues/disease and reflect personally on this.</p>	<p>AO1 AO2 AO3 AO4</p>	<p>Brainstorming in pairs or groups. Discussion to determine prior knowledge.</p> <p>Map interpretation and explanation of patterns of one disease e.g. AIDS to model type of response to students.</p> <p>Possible individual research activity (if not using Disease and Health for Group Project work):</p> <p>Group work activity to research and present one world health issue (distribution, causes, socio-economic impact, methods to reduce the problems). Students make notes during the other presentations to ensure a complete set of information. Internet research using the resources listed in the last column.</p> <p>Investigate policies to combat disease and educate individuals in particular countries. Evaluate the effectiveness of government initiatives and international organisations e.g. World Health Organisation from a national, local and personal perspective.</p> <p>Possible group project work (if not using Disease and Health for individual research)</p> <p>Create an advertising campaign to educate fellow citizens about how to avoid the problems of a chosen health issue (the end result could be a poster/TV advert/radio advert etc.).</p>	<p>Research 4: Group work activity</p>	<p>www.bbc.co.uk/scotland/education/int/geog/health/health/index.shtml</p> <p>An excellent resource with an interactive map to look at cholera, cancer, malaria and coronary heart disease</p> <p>World Health Organisation WHO www.who.int/dietphysicalactivity/publications/facts/obesity/en/</p> <p>Malri’s story: facing obesity (Kenya) www.who.int/features/2005/chronic_diseases/en/</p> <p>WHO Child health site www.who.int/topics/child_health/en/index.html</p> <p>WHO diet and physical activity campaign www.who.int/dietphysicalactivity/en/index.html</p> <p>Population Research Bureau statistics including report on malnutrition www.prb.org/Publications/Datasheets/2007/2007WorldPopulationDataSheet.aspx</p>

Learning outcomes (knowledge and skills)	Syllabus assessment objectives	Teacher notes and lesson ideas	Resource links and suggestions for extension work	Internet resources
<p>1–2 lessons</p> <p>Be able to decide and discuss whether access to health care is a right for all.</p>	<p>AO1 AO2 AO3</p>	<p>Discuss and spark a debate. Possible internet research using the BBC web link provided.</p> <p>Organise a debate where groups of students take on 'for' and 'against' roles: 'Access to free health care is a right for all.'</p> <p>Written essay following debate identifying both sides of the argument and making a decision for themselves. e.g. 'Access to good health care is a basic human right.' To what extent do you agree with this statement?</p>	<p>Resource 5: Health care and human rights</p> <p>Resource 6: Case study</p> <p>Extension work Investigate the differences in access to health care between countries http://news.bbc.co.uk/1/hi/world/4885714.stm</p>	<p>Article about a young boy who died through lack of access to health care news.bbc.co.uk/1/hi/world/americas/7018057.stm</p>
<p>3 lessons</p> <p>Recognise and diagnose health care needs in the local area e.g. elderly population, young population.</p> <p>Speculate and consider future health care needs and possible courses of action.</p> <p>Evaluate how levels of development will determine how countries will be able to cope with the health care needs of the elderly.</p> <p>Consider own future and how to act to avoid health risks (healthy living, diet, exercise, social behaviour etc.).</p>	<p>AO2 AO3</p>	<p>Population pyramids and/or statistics for chosen country and link to local area.</p> <p>Suggest health issues and treatment needs that may arise.</p> <p>Debate on how level of development impacts on health care provision (link back to lessons on human rights and health care).</p> <p>Lifestyle diary for two weeks to record diet, exercise etc. Review current position and reflect on how to improve. Compare this to peers in class.</p>	<p>Resource 7: Health care needs in my local population</p>	<p>An excellent site for producing country scale population pyramids for present and future www.census.gov/ipc/www/idb/</p> <p>A brief site with links to the debate on elderly populations www.prb.org/Articles/2007/OctDCPBlurb.aspx</p> <p>Adopting a healthy lifestyle news.bbc.co.uk/1/hi/health/4756650.stm</p>

Learning outcomes (knowledge and skills)	Syllabus assessment objectives	Teacher notes and lesson ideas	Resource links and suggestions for extension work	Internet resources
<p>2–3 lessons</p> <p>Recognise how to adopt a healthy lifestyle and evaluate how healthy own life is.</p> <p>Know about some teenage health risks e.g. eating disorders, obesity, smoking, drug and alcohol abuse, STDs.</p>	<p>AO1 AO2 AO3</p>	<p>Newspaper article stimulus.</p> <p>Define what a ‘healthy lifestyle’ means.</p> <p>Make links with a school abroad and survey peers about teenage health risks there. Compare issues and comment on the differences.</p> <p>Produce a guide for teenagers on healthy living.</p>	<p>Resource 8: Childhood obesity</p> <p>Extension work Organise an assembly about teenage health issues for the whole school.</p>	<p>www.independent.co.uk/news/europe/stark-warning-on-childhood-obesity-problem-468833.html</p>
<p>1 lesson</p> <p>Recognise responsibility to self for healthy lifestyle.</p> <p>Know the sources of help that exist for teenagers for advice/help in staying healthy.</p>	<p>AO1 AO3</p>	<p>Class discussion.</p> <p>Rating exercise to evaluate lifestyle and identify concerns.</p> <p>Identify where students would go for advice and how useful/accurate the help might be.</p> <p>N.B. confidentiality issues that may arise here.</p>	<p>Resource 9: My lifestyle</p> <p>Extension work Research the lifestyles of students in another school in a different culture.</p>	<p>Local helplines e.g. school nurse, health clinics, Samaritans</p> <p>www.netdoctor.co.uk/teenagehealth/index.shtml</p> <p>www.youthhelthtalk.org/</p>

Learning outcomes (knowledge and skills)	Syllabus assessment objectives	Teacher notes and lesson ideas	Resource links and suggestions for extension work	Internet resources
<p>2–3 lessons</p> <p>Know what health care and sports facilities are available locally and be able to rate their effectiveness in terms of quality and access.</p> <p>Make an assessment of their attitudes to the provision.</p> <p>Speculate on future changes in provision and factors that could impact on this.</p>	<p>AO1 AO2 AO3</p>	<p>Possible Individual Research work</p> <p>Set up an enquiry into local health care and sport provision and compare it to that in area in another country.</p> <p>For example:</p> <p>Students identify key questions to investigate whether the provision of health and sports facilities is suitable for all, identify and collect sources of information from different perspectives, present findings, analyse data and interpret findings from different perspectives, suggest possible courses of action to improve conditions and evaluate these. They should add a personal reflection on the findings.</p> <p>Research health and sport facilities for students in a school in a different country – email, internet, questionnaire, video conference link if available.</p>	<p>Extension work</p> <p>Interview a local official about the provision of health and sport. Devise a set of questions for your interview.</p>	<p>A good site to use to establish links with British schools also clusters of schools across countries</p> <p>www.britishcouncil.org/learning-ie-school-partnerships.htm</p>
<p>2 lessons</p> <p>Know and rate how disabled people are treated in the local area.</p> <p>Evaluate provision made for disabled people from their perspective and student’s own perspective.</p>	<p>AO3</p>	<p>Discussion and brainstorming issues.</p> <p>Questionnaire for peers, family etc. about awareness of disabled people locally and how they are looked after.</p> <p>Invite local charity/group representative to speak about provision</p>	<p>Extension work</p> <p>Compare the provision for disabled people in a different culture.</p>	<p>Disabled Peoples’ International – an organisation that promotes rights of disabled people worldwide</p> <p>www.dpi.org/</p>

Resource 1: Mystery maps

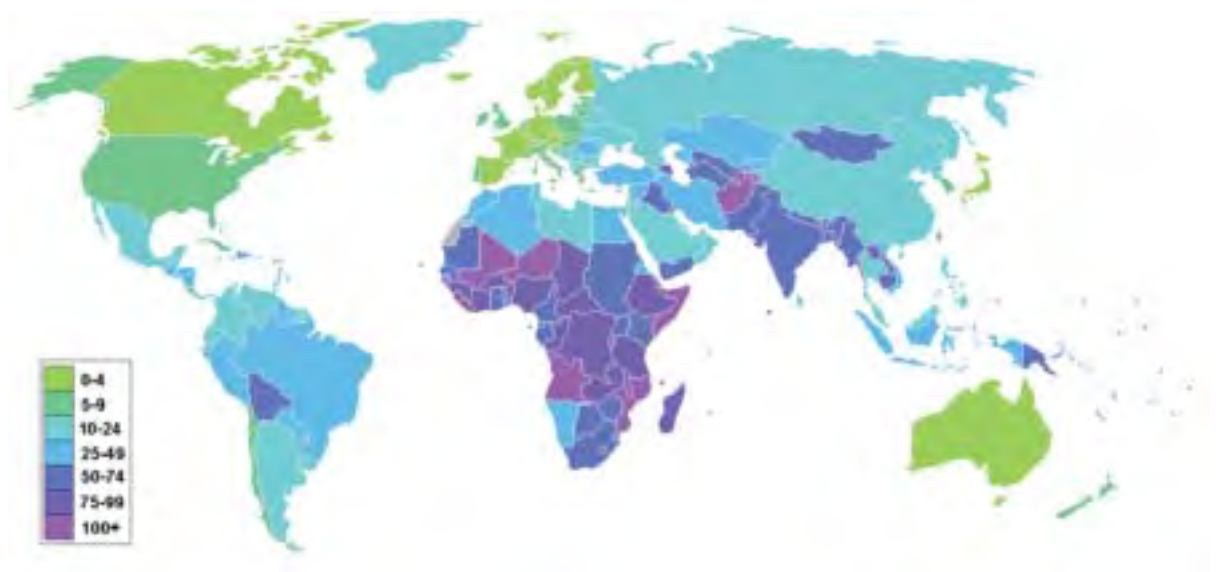
Mystery maps

Look at the following maps. They show the global distribution of two things.

For each map:

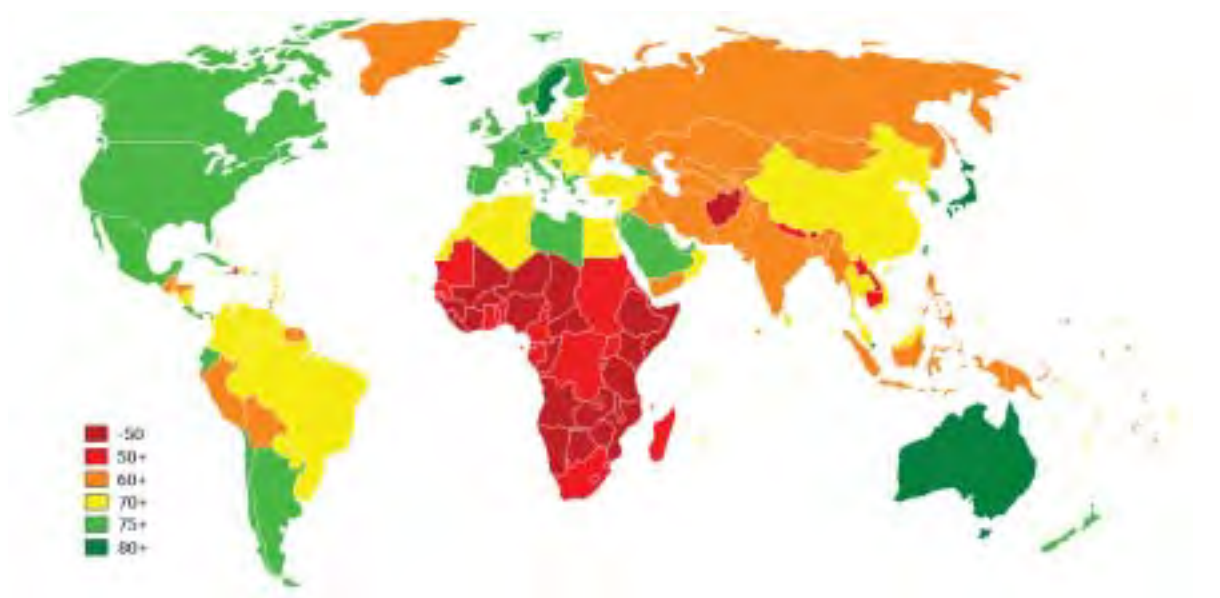
1. speculate what it could be showing and label the key
2. explain why you have come to your conclusion
3. when the correct title and key is revealed, add them to the corresponding maps and describe the world distributions shown
4. suggest reasons for the patterns

Map A



Source: www.wikimedia.org/wiki/paedia

Map B



Source: www.wikimedia.org/wiki/paedia

Resource 2: Infant mortality spreadsheet

Source: <https://www.cia.gov/library/publications/the-world-factbook/rankorder/2091rank.txt>

Rank	Country	Infant mortality rate (deaths/1,000 live births)	Date of information
1	Angola	184.44	2007 est.
2	Sierra Leone	158.27	2007 est.
3	Afghanistan	157.43	2007 est.
4	Liberia	149.73	2007 est.
5	Niger	116.83	2007 est.
6	Somalia	113.08	2007 est.
7	Mozambique	109.93	2007 est.
8	Mali	105.65	2007 est.
9	Guinea-Bissau	103.5	2007 est.
10	Chad	102.07	2007 est.
11	Djibouti	100.77	2007 est.
12	Zambia	100.71	2007 est.
13	Bhutan	96.37	2007 est.
14	Nigeria	95.52	2007 est.
15	Malawi	92.1	2007 est.
16	Ethiopia	91.92	2007 est.
17	Sudan	91.78	2007 est.
18	Burkina Faso	89.79	2007 est.
19	Guinea	88.58	2007 est.
20	Cote d'Ivoire	87.41	2007 est.
21	Equatorial Guinea	87.15	2007 est.
22	Rwanda	85.27	2007 est.
23	Central African Republic	83.97	2007 est.
24	Congo, Republic of the	83.26	2007 est.
25	Laos	81.44	2007 est.
26	Lesotho	79.85	2007 est.
27	Benin	77.85	2007 est.
28	Tanzania	71.69	2007 est.
29	Comoros	70.66	2007 est.
30	Swaziland	70.66	2007 est.
31	Gambia, The	70.14	2007 est.
32	Uzbekistan	68.89	2007 est.
33	Pakistan	68.84	2007 est.
34	Mauritania	68.07	2007 est.
35	Uganda	67.22	2007 est.
36	Cameroon	65.84	2007 est.
37	Congo, Democratic Republic of the	65.52	2007 est.
38	Haiti	63.83	2007 est.
39	Nepal	63.66	2007 est.
40	Burundi	61.93	2007 est.
41	Senegal	60.15	2007 est.

Resource 2: Infant mortality spreadsheet continued

42	Mayotte	59.51	2007 est.
43	South Africa	59.44	2007 est.
44	Bangladesh	59.12	2007 est.
45	Togo	59.12	2007 est.
46	Cambodia	58.45	2007 est.
47	Azerbaijan	58.31	2007 est.
48	Yemen	57.88	2007 est.
49	Kenya	57.44	2007 est.
50	Madagascar	57.02	2007 est.
51	Gabon	53.65	2007 est.
52	Ghana	53.56	2007 est.
53	Turkmenistan	53.49	2007 est.
54	Maldives	53.25	2007 est.
55	Vanuatu	52.45	2007 est.
56	Zimbabwe	51.12	2007 est.
57	Burma	50.68	2007 est.
58	Bolivia	50.43	2007 est.
59	Papua New Guinea	48.46	2007 est.
60	Namibia	47.23	2007 est.
61	Iraq	47.04	2007 est.
62	Kiribati	46.02	2007 est.
63	Cape Verde	45.27	2007 est.
64	Eritrea	45.24	2007 est.
65	Timor-Leste	44.46	2007 est.
66	Botswana	43.97	2007 est.
67	Tajikistan	43.64	2007 est.
68	World	43.52	2007 est.
69	Mongolia	42.65	2007 est.
70	Sao Tome and Principe	40.54	2007 est.
71	Morocco	38.85	2007 est.
72	Turkey	38.33	2007 est.
73	Iran	38.12	2007 est.
74	India	34.61	2007 est.
75	Kyrgyzstan	33.38	2007 est.
76	Indonesia	32.14	2007 est.
77	Guyana	31.35	2007 est.
78	Peru	29.96	2007 est.
79	Guatemala	29.77	2007 est.
80	Egypt	29.5	2007 est.
81	Algeria	28.78	2007 est.
82	Micronesia, Federated States of	28.15	2007 est.
83	Dominican Republic	27.94	2007 est.
84	Syria	27.7	2007 est.
85	Brazil	27.62	2007 est.
86	Kazakhstan	27.41	2007 est.

Resource 2: Infant mortality spreadsheet continued

87	Marshall Islands	27.3	2007 est.
88	Nicaragua	27.14	2007 est.
89	Paraguay	26.45	2007 est.
90	Samoa	25.89	2007 est.
91	Honduras	25.21	2007 est.
92	Romania	24.6	2007 est.
93	Belize	24.38	2007 est.
94	Vietnam	24.37	2007 est.
95	Trinidad and Tobago	24.33	2007 est.
96	Bahamas, The	24.17	2007 est.
97	Lebanon	23.39	2007 est.
98	Tunisia	22.94	2007 est.
99	El Salvador	22.88	2007 est.
100	Libya	22.82	2007 est.
101	Korea, North	22.56	2007 est.
102	Venezuela	22.52	2007 est.
103	China	22.12	2007 est.
104	Philippines	22.12	2007 est.
105	Ecuador	22.1	2007 est.
106	Gaza Strip	21.88	2007 est.
107	Armenia	21.69	2007 est.
108	Colombia	20.13	2007 est.
109	Suriname	20.11	2007 est.
110	Albania	20.02	2007 est.
111	Solomon Islands	19.97	2007 est.
112	Mexico	19.63	2007 est.
113	Anguilla	19.61	2007 est.
114	Sri Lanka	19.45	2007 est.
115	Bulgaria	19.16	2007 est.
116	Tuvalu	18.9	2007 est.
117	Thailand	18.85	2007 est.
118	West Bank	18.67	2007 est.
119	Oman	18.28	2007 est.
120	Antigua and Barbuda	18.26	2007 est.
121	Saint Helena	17.67	2007 est.
122	Qatar	17.46	2007 est.
123	Georgia	17.36	2007 est.
124	Malaysia	16.62	2007 est.
125	Bahrain	16.18	2007 est.
126	Jordan	16.16	2007 est.
127	British Virgin Islands	16.13	2007 est.
128	Panama	15.96	2007 est.
129	Jamaica	15.73	2007 est.
130	Greenland	14.98	2007 est.
131	Aruba	14.75	2007 est.
132	Seychelles	14.75	2007 est.

Resource 2: Infant mortality spreadsheet continued

133	Turks and Caicos Islands	14.7	2007 est.
134	Dominica	14.61	2007 est.
135	Argentina	14.29	2007 est.
136	Mauritius	14.14	2007 est.
137	Palau	14.07	2007 est.
138	Saint Vincent and the Grenadines	14.01	2007 est.
139	Grenada	13.92	2007 est.
140	Moldova	13.88	2007 est.
141	Saint Kitts and Nevis	13.74	2007 est.
142	United Arab Emirates	13.52	2007 est.
143	Brunei	13.12	2007 est.
144	Saint Lucia	12.81	2007 est.
145	Saudi Arabia	12.41	2007 est.
146	Uruguay	12.02	2007 est.
147	Fiji	11.99	2007 est.
148	Tonga	11.99	2007 est.
149	Barbados	11.55	2007 est.
150	Russia	11.06	2007 est.
151	Netherlands Antilles	9.63	2007 est.
152	Nauru	9.6	2007 est.
153	Bosnia and Herzegovina	9.58	2007 est.
154	Macedonia	9.53	2007 est.
155	Ukraine	9.5	2007 est.
156	Kuwait	9.47	2007 est.
157	Costa Rica	9.45	2007 est.
158	Latvia	9.16	2007 est.
159	American Samoa	8.88	2007 est.
160	Chile	8.36	2007 est.
161	Hungary	8.21	2007 est.
162	Bermuda	8.08	2007 est.
163	French Polynesia	7.84	2007 est.
164	Puerto Rico	7.81	2007 est.
165	Cayman Islands	7.8	2007 est.
166	Virgin Islands	7.69	2007 est.
167	Estonia	7.59	2007 est.
168	New Caledonia	7.42	2007 est.
169	Saint Pierre and Miquelon	7.21	2007 est.
170	Slovakia	7.12	2007 est.
171	Poland	7.07	2007 est.
172	Montserrat	7.03	2007 est.
173	Cyprus	6.89	2007 est.
174	Northern Mariana Islands	6.85	2007 est.
175	Israel	6.75	2007 est.
176	Guam	6.68	2007 est.
177	Lithuania	6.68	2007 est.

Resource 2: Infant mortality spreadsheet continued

178	Belarus	6.63	2007 est.
179	Croatia	6.6	2007 est.
180	United States	6.37	2007 est.
181	Korea, South	6.05	2007 est.
182	Cuba	6.04	2007 est.
183	Faroe Islands	6.01	2007 est.
184	Isle of Man	5.72	2007 est.
185	Italy	5.72	2007 est.
186	New Zealand	5.67	2007 est.
187	Taiwan	5.54	2007 est.
188	San Marino	5.53	2007 est.
189	Greece	5.34	2007 est.
190	Monaco	5.27	2007 est.
191	Ireland	5.22	2007 est.
192	Jersey	5.08	2007 est.
193	United Kingdom	5.01	2007 est.
194	Gibraltar	4.98	2007 est.
195	Portugal	4.92	2007 est.
196	Netherlands	4.88	2007 est.
197	European Union	4.8	2007 est.
198	Luxembourg	4.68	2007 est.
199	Canada	4.63	2007 est.
200	Guernsey	4.59	2007 est.
201	Liechtenstein	4.58	2007 est.
202	Australia	4.57	2007 est.
203	Belgium	4.56	2007 est.
204	Austria	4.54	2007 est.
205	Denmark	4.45	2007 est.
206	Slovenia	4.35	2007 est.
207	Macau	4.33	2007 est.
208	Spain	4.31	2007 est.
209	Switzerland	4.28	2007 est.
210	Germany	4.08	2007 est.
211	Andorra	4.03	2007 est.
212	Czech Republic	3.86	2007 est.
213	Malta	3.82	2007 est.
214	Norway	3.64	2007 est.
215	Finland	3.52	2007 est.
216	France	3.41	2007 est.
217	Iceland	3.27	2007 est.
218	Hong Kong	2.94	2007 est.
219	Japan	2.8	2007 est.
220	Sweden	2.76	2007 est.
221	Singapore	2.3	2007 est.

This file was last updated on 20 March, 2008

Resource 3: India infant mortality



Source: <http://www.indiatogether.org/photo/2003/inf-mortal.htm>

Resource 4: Group work activity



World health issues



Your task

You are a group of researchers working for the World Health Organisation and have been asked to present a detailed report about an important global health issue or disease. Your audience is a group of health ministers from a range of countries, both in the More and Less Developed World. They are keen to get a good overview of global health issues.

Your presentation should be for 10 minutes and outline the key facts about your chosen health issue. You must include:

- A global perspective on where people are affected
- Information on the causes of the health issue/disease
- Information about the impact the health issue/disease has on the country
- Information about the different approaches taken to improve the health issue/disease in different places
- An evaluation of how effective these measures are

You can choose how to present your findings e.g. use of ICT, wall display, spoken presentation, drama.

Working as a group

Remember to work effectively as a group. You will need to divide up your tasks and keep a track of time. You have one lesson to prepare.

Resources

As well as text books and newspaper articles the following websites may of some use to you in your research:

<http://www.bbc.co.uk/scotland/education/int/geog/health/health/index.shtml>

<http://www.theglobaleducationproject.org/earth/human-conditions.php?format=print>

http://news.bbc.co.uk/1/hi/in_depth/health/2005/aids_crisis/default.stm

<http://www.who.int/en/>

You may wish to do additional research to find other useful information. Remember that these are sources of information. You need to extract information from them rather than just copy everything on the websites.

Assessment

The delegates will make an assessment of how well you presented the information and the quality of information you provided. They will be taking notes on each health issue as they listen. A copy of the assessment sheet they will use is enclosed with these briefing notes.

Record and Assessment sheet

Health issue/disease: _____

1. Make a record of the information each group presents so that you have some notes on the issue.

<ul style="list-style-type: none">• A global perspective on where people are affected	<ul style="list-style-type: none">• Information on the causes and the impact on the country
<ul style="list-style-type: none">• Information about the different approaches taken to improve the health issue/disease in different places	<ul style="list-style-type: none">• An evaluation of how effective these measures are

2. Assess how well each group presented the information by completing the table below.

Clearly presented?	Kept my interest?
Good use of resources?	Kept to time?

Positive feedback...

Even better if...

Health care and human rights

United Nations Universal Declaration of Human Rights

Article 25.

(1) Everyone has the right to a standard of living adequate for the health and well-being of himself and of his family, including food, clothing, housing and medical care and necessary social services, and the right to security in the event of unemployment, sickness, disability, widowhood, old age or other lack of livelihood in circumstances beyond his control.

Source: <http://www.un.org/Overview/rights.html>

‘Access to health care should be a right for all people.’

Consider Article 25 of the United Nations Declaration of Human Rights and the resources A and B below. Work with a partner to answer the following questions. Be prepared to justify your response.

1. To what extent do you believe article 25 is true? What are you using to support your decision?
2. Are there any people who would disagree with you?
3. What personal experience do you have of this issue? What is access to health care like in your local area?
4. How could the issue of poor access to health care be improved in:
 - a) An area of need in a developing country?
 - b) Your local area?

Resource 5: Health care and human rights continued

Resource A: An alternative map of health care



Source: <http://strangemaps.wordpress.com/2007/10/17/185-the-doctorspatients-map-of-the-world/>

Resource 5: Health care and human rights continued

Resource B. An extract from HMO Missions <http://www.ruf.rice.edu/~hmokenya/orientation.html>. This is an agency that helps provide health care in areas of need.

‘For the people living in the rural areas of Western Kenya, there are major obstacles to access to health care. Although several government run hospitals do exist in the Western Province, they are not adequately equipped to handle the needs of the people. The two major problems are related to the shortage of health care professionals and the access to medications due to both availability and financial restrictions. By establishing a health clinic in Kabula, Kenya, we hope to alleviate some of these problems. From our first hand experiences we have seen unsuccessful development projects that failed due to the donor organizations’ unwillingness to work with the local people. Therefore, to promote sustainable development, we will assist the current infrastructure by working hand in hand with the local health care providers in a mutually beneficial exchange. By working in a non-imposing manner, the clinic will be maintained by the local health care providers even in the absence of members from the donor organization.

In the United States, there exist 341 people per doctor, while in the West African nation of Burkina Faso, there are an astounding 57,310 people per doctor. The number of human beings per doctor can serve as a general indicator of access to health care in any given country. Therefore, by examining this figure, one can locate the countries in the world that are the most disadvantaged with respect to access to health care. It deserves mentioning that these figures are averages, meaning that in many rural areas throughout Africa and other developing countries there may be over 100,000 people per doctor.’

Country	Region	People per Physician
Burkin Faso	W Africa	57310
Ethiopia	E Africa	32500
Cambodia	SE Asia	27000
Tanzania	E Africa	24970
Nepal	NW Asia	16830
Kenya	E Africa	10150
Philippines	SE Asia	8120
Jamaica	C America	6159
India	NW Asia	2460
Honduras	C America	3090
Bolivia	S America	2124
United States	N America	341

Resource 6: Case study – Health care US

Boy's death highlights US health debate

By Rajesh Mirchandani BBC News, Washington

Extract from: <http://news.bbc.co.uk/1/hi/world/americas/7018057.stm>



In February 2007, there was an outcry in the United States of America over the case of Deamonte Driver, a 12-year-old boy who died because his family could not afford private dental treatment.

“The thing about Deamonte was his smile, he was always smiling,” says Gina James, principal of The Foundation School in Maryland, where Deamonte was a popular and promising student.

A tooth extraction might have saved Deamonte's life

It was while he was at school one Thursday in February that Deamonte complained of toothache. On the Saturday he had emergency surgery. An abscess had spread to his brain.

A few weeks later he died.

“Everyone here was shocked,” says Ms James.

Deamonte's mother, Alyce, could not afford private health insurance and in the US there is no state health service.

For the poorest there is some free treatment, called Medicaid. But not all dentists or doctors accept Medicaid patients, and Alyce Driver could not afford to pay to have Deamonte's tooth extracted.

This story is not a one-off. Some 45 million Americans are without health insurance, nine million of them children.

Many say it is America's national scandal.

In Washington political opponents have come together on this issue, in part driven by the outcry over Deamonte.

This week, lawmakers - both Democrat and Republican - supported a bill that would help fund insurance for four million more children.

Supporters propose paying for it by increasing taxes on cigarettes.

So, in effect, both supporters and opponents of the bill say the other side risks health coverage for children.

One Democratic Congressman, Elijah Cummings, from Maryland wants to take the health care issue further.

He has proposed “Deamonte's Law”, which seeks to ensure every child has access to dental care.

“It's shocking, it's sad,” Mr Cummings said of Deamonte's death. “It provides a wake-up call to us all that we have to do better.”

Amid all the politicking on Capitol Hill, the fate of Deamonte highlights the tragedy at the heart of this issue: the very real questions about how the richest nation on earth cares for some of its poorest citizens.

Health care needs in my local population

Complete the table below by identifying groups of people from your local community. Consider the sorts of health care they may need and think about what already exists. One example has been done for you.

Population group	Possible health care needs	Current provision
Children under 1 year old	Immunisation against disease e.g. measles, meningitis, diphtheria Regular checks on growth rates	

An article from the Independent newspaper. <http://www.independent.co.uk/news/europe/stark-warning-on-childhood-obesity-problem-468833.html>

Stark warning on childhood obesity problem

By Jeremy Laurance, Health Editor, *Monday, 6 March 2006*

On every continent, child's waistlines are expanding, driven by low energy lifestyles and high energy foods. "Global fattening" poses an equal threat to global warming, according to obesity specialists. Estimates published today suggest that the proportion of school-age children in Europe who are obese has risen almost 50 per cent since the late 1990s and will nearly double to 6.4 million by 2010.

The number who are overweight is expected to grow by 1.3 million a year to a total of 26 million across the EU in four years, more than one-third of the child population, the International Association for the Study of Obesity (IASO) says.

Similar increases have been seen in North and South America, the Middle East and the Pacific region, the association says. As prosperity grows, so do bottoms. Reports last week suggested the West's passion for fast food may be on the turn, with restaurant closures announced by McDonald's in the UK and a collapse in profits at Britvic, the soft drinks manufacturer. Sales of healthy alternatives and of fruit and vegetables are sharply up.

But the change will come too late for many. The accretion of adipose tissue on developing bodies is already having a damaging effect on their health.

More than one million children in Europe are estimated to have high blood pressure or high cholesterol levels, putting them at risk of heart disease, and 1.4 million may have early stages of liver disorder, the association says. Overeating has resulted in 20,000 children suffering from so called "adult onset" or type-2 diabetes, not previously seen in children, while more than 400,000 have impaired glucose tolerance, a pre-diabetic stage which puts them at sharply increased risk of the condition.

Professor Philip James, chairman of the International Obesity Task Force, the research and advocacy arm of the IASO, said that the problem was not confined to Europe. "We may well be markedly underestimating the morbidity relating to this problem," he said.

Almost half of children in North and South America will be overweight in four years on present trends. The problem of obesity in schools is described by the US surgeon general as "every bit as threatening to us as is the terrorist threat we face today".

A sign of the change can be seen in the transformation in American football players. In 1960, a 250lb player was considered a giant. This year more than 550 players weighing over 300 lbs (21 stone) were on NFL rosters. The average US soldier is 22lbs heavier than his Second World War counterpart.

Resource 8: Childhood obesity continued

Tim Lobstein, co-ordinator of research on child obesity for the task force, said: “The obesity estimates are very cautious but extremely worrying. When we looked at the figures it was astonishing that nearly half of children in both North and South America could be overweight in just four years’ time. In Europe we are seeing substantial increases with overweight numbers at 38 per cent - up 60 per cent on the level that we saw throughout the 1990s.”

He added: “It reinforces the need for immediate action to stop this runaway trend. We can only do this if we seriously ... cut down the consumption of empty extra calories in high fat and high sugar food products, and do much more to improve children’s opportunities to be active.”

The findings are published in the first edition of the International Journal of Pediatric Obesity.

Resource 9: My lifestyle

My lifestyle – how healthy is it really?

Rate your lifestyle using the grades below where 0 is totally disagree, 5 is neither agree nor disagree and 10 is totally agree

I have a healthy lifestyle		
0	5	10
I take enough exercise		
0	5	10
I have a healthy diet		
0	5	10
I get enough sleep		
0	5	10
I am interested in being healthy		
0	5	10
My family is generally healthy		
0	5	10
I understand the importance of a healthy lifestyle		
0	5	10
I know how to improve my health		
0	5	10

Based on your ratings above, how healthy are you really?

How could you improve your overall health and lifestyle?

Component 1

Cambridge
IGCSE

Global Perspectives

Individual Research Guide

Individual Research Guide

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Welcome to Cambridge IGCSE Global Perspectives

Welcome to Cambridge IGCSE Global Perspectives (0457) and to this Individual Research Guide. Our intention in this guide is to answer any questions you may have about the Individual Research element of the Cambridge IGCSE Global Perspectives course.

In Section A we look at how the Individual Research fits into the Global Perspectives course, its structure and how you, as teachers and facilitators, might approach developing the skills your students need to complete their Individual Research successfully and thereby achieve the learning outcomes. We also consider how you might encourage your students to build up their Individual Research so that their work takes shape over the duration of the course and they are not just rushing to complete it at the last minute before the submission date.

In Section B we look more closely at the assessment criteria and what you need to consider when assessing and submitting work for moderation.

In Section C you will find ideas and examples from the 20 topics to give you and your students further guidance on how to compile their Individual Research report.

Section A: Overview of the Individual Research

Aims of Cambridge IGCSE Global Perspectives

This syllabus will appeal to candidates not simply because it will extend their understanding of the world, but also because it will develop their potential to understand different perspectives and to make reasoned responses; skills which will be useful in their study of other disciplines and for their life-long learning.

Candidates examine a range of global issues from a variety of different perspectives, drawing on a variety of subjects. Global issues should be explored from a personal, local/national and global perspective, and could include almost any discipline, from the literary to the scientific, but should include a cross-cultural perspective.

Cambridge IGCSE Global Perspectives aims to develop learners who:

- are independent and empowered to take their place in an ever-changing, information-heavy, interconnected world
- have an analytical, evaluative grasp of global issues and their causes, effects and possible solutions
- enquire into and reflect on issues independently and in collaboration with others from a variety of different cultures, communities and countries
- can communicate sensitively with people from a variety of backgrounds
- work independently as well as part of a team, directing much of their own learning with the teacher as facilitator
- consider important issues from personal, local/national and global perspectives and who understand the links between them
- critically assess the information available to them and make judgements
- can support judgements with lines of reasoning
- have a sense of their own, active place in the world
- can empathise with the needs and rights of others

Focus of the Individual Research within Cambridge IGCSE Global Perspectives

In the Individual Research, the focus is on the transferable skills of:

- research
- developing lines of reasoning
- consideration of a wide variety of perspectives
- reflecting on own circumstances

Further clarification on what we mean by these is given in Section B. It is important to realise that, whilst necessary to complete the Individual Research, little credit is given for the amount of research done and information presented. What is more important is the quality of personal reflection in response to the information researched.

The requirements of the Individual Research

The Individual Research carries 40% of the total marks for Cambridge IGCSE Global Perspectives and it is teacher-assessed on an individual basis. A sample of Individual Research reports from a school is subsequently moderated by an examiner.

As stated in the syllabus, the requirements for completion of the Individual Research are as follows:

- Two research reports are carried out.
- The assessment criteria are visible in the work (NB Credit is given for the quality of personal reflection and response to the facts and information collected).
- The word length of each study is between 1500–2000 maximum for text only reports. A minimum of 750 words where candidates use multimedia.
- It is stored and submitted electronically.
- Reports can consist of multimedia communications and text or text only.

Structuring the Individual Research report

Different teachers and schools may structure the Individual Research report in different ways. From the 20 topics, you may only want to choose four to six, which you will look at from a variety of perspectives and spend a lot of time on over the course of the programme. (It is worth noting that it is expected that the Individual Research will take approximately 80 to 100 hours to complete, including work done both in and out of the classroom.) From these six, your students then choose two for their Individual Research and one for their Group Project.

You may feel that six is rather limited for the range of interests you have in your group, and choose 10 of the topics. Remember, it is not the content that is important, but the skills which are acquired when studying these areas and the application of these to any topic – the transferable skills. You may spend less time on more topics, but still need to develop the skills your students need to complete their Individual Research and the rest of the course. If you choose to study more topics, your students can have a greater choice of the areas they choose for their Individual Research.

To ensure you cover the assessment criteria you may wish to follow this suggested structure for each of the topics you decide to choose:

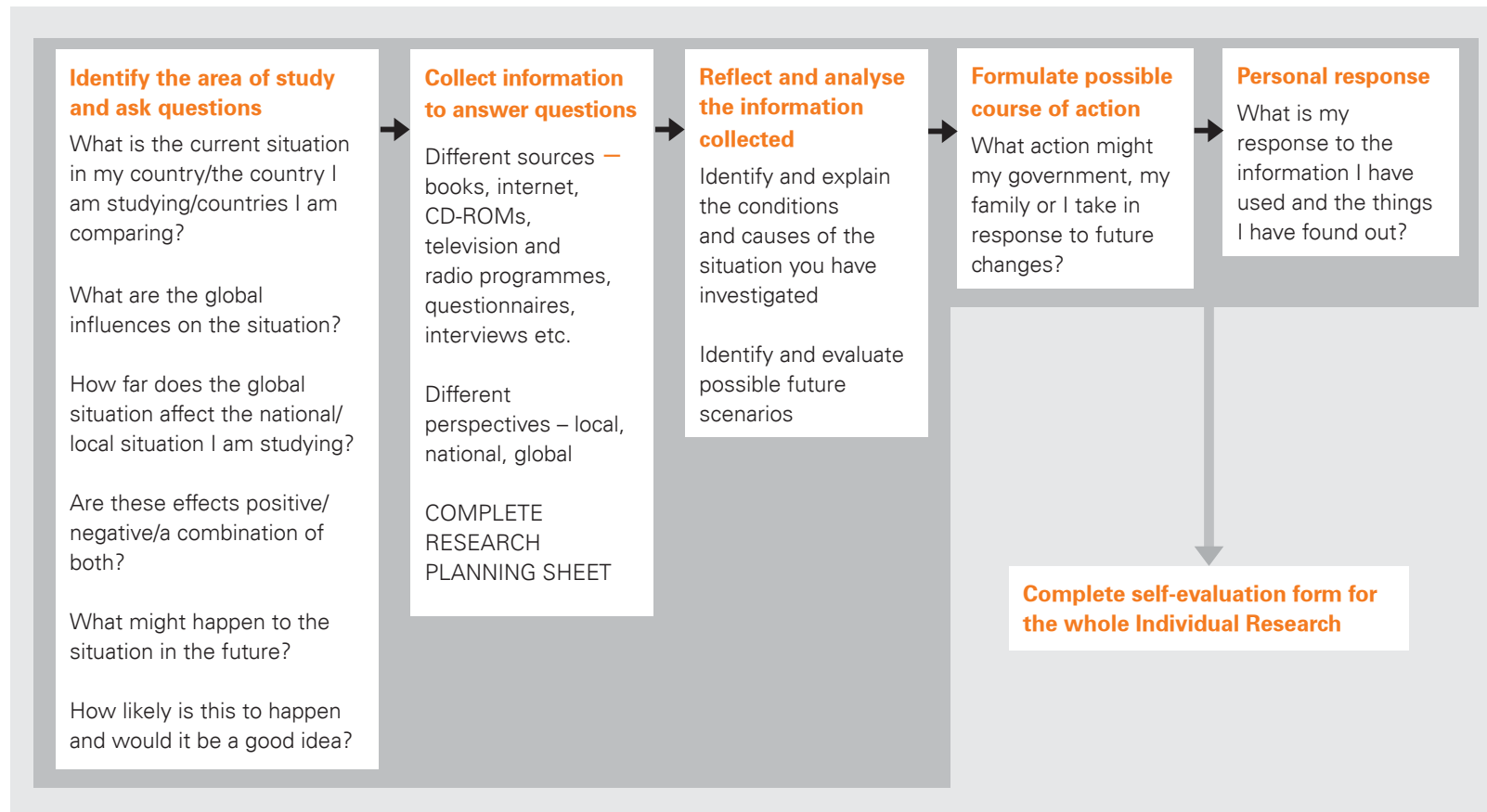
- Identify the area your students are going to study and get them to set a question, which can be answered in the rest of the work.
- Encourage them to give reasons for the choice of the topic/question. It may be a topic they are particularly interested in, or be about something that is happening in the world at the time, or something that affects their family or community.
- Allow time for them to research, ensuring they gather information from different perspectives/sources. There is a useful list of resources/websites on our Teacher Support website.
- Guide them in presenting the issues/information, showing different perspectives and the possible impacts at personal, local/national and global level.
- Show them how to analyse and evaluate the information, highlighting and ranking the key elements.
- Ask them to predict possible (future) scenarios and evaluate the likelihood of these scenarios and any effects.

Your students also need to:

- Identify possible course/s of action/solutions, which may or may not be successful.
- Provide a personal reflection on the issues, clearly showing their understanding of the information collected.

The Individual Research planning diagram (Figure 1) summarises the steps and can be used as a useful reference.

Figure 1 – Individual Research planning diagram



The role of the teacher/facilitator

The emphasis on active learning and creating independent learners is clearly stated in the aims of the course, but this does not mean that the teacher has no role, nor does it mean that he/she will not be needed to support and guide students throughout their studies. It's important that you, as the teacher/facilitator, help your students understand what the task they are doing is about and how they might go about collecting, selecting, questioning, reflecting on and presenting personal, local/national and global perspectives. You will need to develop their organisational skills and stress that all the research undertaken and work produced, once drafting has begun, must be their own. There is more guidance about plagiarism in Section B.

You may of course help your students to find and refine a suitable question/issue and to identify the main issues, different perspectives and possible courses of action in their chosen area. You may not, however, do any of the research for your students, prepare or write any notes or drafts for a student's Individual Research, correct, suggest corrections to, or identify shortcomings in any part of a student's written/electronic Individual Research notes or drafts or prepare any part of a student's research.

By developing your own skills, you will be prepared to develop those of your students. The skills needed by teachers and students are listed below:

Planning

By planning how you might deliver a topic from the 20 topic areas of study, you can demonstrate to your students how they should go about planning their studies – the sample lesson plans in the Teacher Guide can help you with this, especially when embarking on this type of teaching for the first time. You can explain why you chose to deliver that topic at that particular time (something may have happened in the news in your country that triggers an interest in that particular area). Helping individual students put together a plan for their work at the start will reap rewards as students are clear about what they are trying to do from the outset (see the Student planning sheet in Section C).

Organising and managing

You will need to organise and manage your students' production of their Individual Research reports by providing deadlines, helping them to set short-term goals, and managing their progress. You will need to ensure that students are directing their own learning appropriately and show them how they can organise and manage their work and themselves.

Collecting and selecting

Whilst collecting information is important, you need to encourage your students not to spend all their time doing this. Stress that selecting information from three or four sources is more preferable than spending time collecting information from too many sources so that information overload becomes a problem and they are unsure what to select. They should always bear their plan in mind and decide how and why a particular resource might help answer the question they have set themselves for that particular study. Teachers collecting resources can also take this guidance on board, and once again teachers are encouraged to use the lesson plans provided.

Not only will you be facilitating learning by making sure that equipment, rooms and internet access are available, you will also need to guide students in helping them to find out the answers to the questions they have, enabling them to become more independent learners.

Questioning

One of your main roles will be to ask questions which require students to think and to use their skills. They too will be asking questions about their particular topics and trying to answer these throughout their studies. Key question words when undertaking the work for the Individual Research will be: how, why, what, which, how do I know, what does this suggest? etc.

Reflecting/evaluating

In a course of this nature, students quickly become aware of their own strengths and weaknesses so it is important that you encourage them to reflect on these strengths and weaknesses, to help the progression of their work. We advise you to encourage your students to keep a record of the development of their ideas throughout the course (e.g. web log, scrapbook, diary).

Presenting the Individual Research

Presenting the Individual Research for assessment is the final step in the teaching and learning process. Presentations given by your students of the findings of their investigations will enable you to assess their work according to the assessment criteria, and it will be clear which part of the work addresses each criterion. Try to encourage your students to avoid presenting their work as an essay and advise them to explore alternative methods of presentation, for example, as a poster or series of posters, a PowerPoint presentation with notes, some audio or visual content with some text, etc. Try also to encourage your students to be concise.

Assessing

You will be providing formative assessment throughout the course. That is, you will make comments that show your students how they can improve their work. It is also good practice to share the assessment criteria with your students, enabling them to assess their own learning and identify how to access the highest marks they are capable of, so that their final mark does not come as a surprise to them. Once the Individual Research is complete, you will provide final assessment – more on this in Section B.

One of your roles as teacher/facilitator is to assess the final Individual Research submitted by individual students. The assessment criteria from the syllabus are given here, and further guidance on what is meant by the criteria is provided to enable you to share and explain these criteria to your students, so that they know what they are aiming to achieve. The words in bold are key when looking at which band to award for each criterion.

Section B: Assessment

Individual Research assessment

A total of 80 marks will be available for the Individual Research, which will contribute 40% of the final mark.

Marks should be awarded, for **each** Individual Research, against the following criteria:

Assessment Criteria	Marks
Gather and present information, representing different perspectives	10
Analyse issues within the topic as identified by the question posed for the study	10
Identify and evaluate possible scenarios and formulate possible courses of action	10
Develop an evidence-based personal response, demonstrating self-awareness	10

Marks will be awarded against each criterion using the statements within the bands on the next page.

Individual Research criteria

Assessment Criteria	Band 1 1–2 marks	Band 2 3–4 marks	Band 3 5–7 marks	Band 4 8–10 marks
Gather and present information, representing different perspectives	<ul style="list-style-type: none"> • presents limited, relevant information • shows a limited use of resources • gives few perspectives 	<ul style="list-style-type: none"> • presents some relevant information • shows some use of resources • gives some perspectives 	<ul style="list-style-type: none"> • presents a range of relevant information • shows use of a range of mostly appropriate resources • gives a variety of perspectives 	<ul style="list-style-type: none"> • presents a broad range of relevant information • shows use of a range of highly appropriate resources • gives a wide variety of perspectives, including global, local/national and personal
Analyse issues within the topic as identified by the question posed for the study	<ul style="list-style-type: none"> • identifies few relevant issues • shows little analysis of the issues within the topic • gives little consideration to the causes, effects and/or current situations 	<ul style="list-style-type: none"> • identifies some of the relevant issues • shows some analysis of these issues • considers some of the causes, effects and/or current situations 	<ul style="list-style-type: none"> • identifies mostly relevant issues • shows sound analysis of these issues • considers the causes, effects and the current situations in some detail 	<ul style="list-style-type: none"> • identifies highly relevant issues • shows thorough analysis of these issues • considers the causes, effects and current situations in depth
Identify and evaluate possible scenarios and formulate possible courses of action	<ul style="list-style-type: none"> • identifies few relevant possible scenarios • shows little evaluation • proposes few relevant courses of action 	<ul style="list-style-type: none"> • identifies some simple possible scenarios • shows limited evaluation • proposes some possible courses of action which are simplistic in approach and not developed 	<ul style="list-style-type: none"> • identifies a range of possible scenarios • shows some evaluation • proposes some appropriate courses of action which are sometimes developed 	<ul style="list-style-type: none"> • identifies a broad range of possible scenarios • shows sound evaluation • proposes a range of courses of action which are well developed
Develop an evidence-based personal response, demonstrating self-awareness	<ul style="list-style-type: none"> • little evidence of a personal response • little reference to the considered evidence • minimal evidence of self-awareness 	<ul style="list-style-type: none"> • some evidence of a personal response • some reference to the considered evidence • some evidence of self-awareness 	<ul style="list-style-type: none"> • sound evidence of an appropriate personal response • some reference to the considered evidence which sometimes justifies the response • sound evidence of self-awareness 	<ul style="list-style-type: none"> • detailed evidence of an appropriate personal response • full reference to the considered evidence which fully justifies the response • significant evidence of self-awareness

Study criteria

Gather and present information, representing different perspectives

Once students have chosen the topic for their study and set a question, which can be answered in the rest of their work, they then need to collect information to answer their question. This information should come from different sources and give different viewpoints. For example, you may have done some work on the Amazonian Rain Forest for the Area of Study, Biodiversity and Ecosystem Loss or Climate Change. The question a student may ask for their study could be, 'How important is the continued existence of the Amazonian Rain Forest?' Different perspectives may come from scientists, local people, government, tourists, etc.

Analyse issues within the topic

To analyse the issues within the study, students need to identify what the issues are, their importance to whom/what and what can be done about them, if anything. Students should pick a few issues and cover them in more depth than they would if they had chosen a number of issues. As well as considering the issues in depth, they also need to consider the possible causes of these.

Identify and evaluate possible scenarios

Once students have looked at the issues in detail, from the different perspectives, making sure that these cover global, national and personal perspectives, they consider possible scenarios. They could look at what might happen if, for example, the Amazonian Rain Forest did not continue to exist or what might happen if more effort was put into making sure it did continue to exist. This draws on their creative skills, allowing them to consider future possibilities. It is important that you encourage students to look beyond the current situation and identify or predict possible future scenarios. The meaningful question to be asked is: What would/could happen if/when...? In answering questions of this type candidates can show that they have really gained a grasp of the chosen area of study.

Formulate possible courses of action

Suggesting a way/possible ways forward would meet this assessment criterion. Answering questions like, 'What could I/we/they do about it to prevent it/improve/maintain ..., how might we resolve, eradicate, promote, develop ...?' is a possible starting point. It is not essential for the proposals put forward by the student to be entirely successful as long as they have been formulated and developed in a logical way.

Develop an evidence-based personal response, demonstrating self-awareness

For this criterion, students decide how they feel about what they have found out, using their sources of information to give examples. It might be that they feel that a piece of evidence they want to use may not be reliable, and they could cite this, for example, using Wikipedia, as it can be edited by anyone and the information provided may not be reliable. Some government sites may be biased, for example, and students need to be encouraged to think about and discuss this. The student self-evaluation form, which accompanies the Individual Research, is also assessed using this criterion. There has to be evidence of

meaningful personal involvement throughout the study to meet this criterion and evidence for this can be linked to, for example, life at home, in school or in the students' own country or community.

What to avoid in the Individual Research

From experience so far in assessing the Individual Research, moderators have identified certain areas of concern. One of the reasons for producing this guide is to help you and your students be completely clear about how the Individual Research is assessed and how you can avoid the following pitfalls:

- whole topic areas being chosen rather than specific issues or questions to be answered in the study
- too much information gathering
- too much cutting and pasting rather than selecting information and using own words
- limited understanding, analysis, evaluation, reflection, selection, use of evidence and development of reasoning
- different perspectives mentioned in passing but not developed or used in coming to a judgement (see below)
- unstructured submissions, making assessment more difficult
- word limits being exceeded
- plagiarism
- candidates demonstrating limited understanding of future possible scenarios (and considering actual situations instead)
- judgement/evaluation being tacked on at the end rather than informing the entire study

Get it right at the start

It's important that teachers train students to frame questions which can be answered within an area of study, so as to avoid many of the common mistakes seen in Individual Research. For example, a study entitled 'Water, Food and Agriculture' is likely to lead to a student gathering as much information as possible about water, food and agriculture but is unlikely to help them to analyse, evaluate or reflect on any of these issues.

On the other hand, the question, 'To what extent can water shortages be dealt with on an individual level?' is likely to lead to students using evidence and information from a variety of sources in order to answer the question (which will involve analysis, evaluation, reflection, etc.). It should also encourage students to consider the extent to which national and global actions are necessary, and to weigh up the importance of actions at these different levels. This question might also stimulate the student to consider the different perspectives of people upstream who will benefit from a dam, and those downstream, who may find that their water supply is diminished. It could also encourage students to consider the different personal perspectives of people in countries where there is plenty of rainfall and those where there is very little rainfall, also considering their own situation and that of the community they live in.

Plagiarism

It is equally important that your students are aware that all the work they produce must be their own, and plagiarism carries serious consequences.

Any quotations must be marked as such, and sources must be acknowledged. Sources used must be listed in a bibliography. Cutting and pasting large chunks of another person's work is plagiarism and is strictly forbidden. This includes cutting and pasting direct from websites.

Examiners would rather see a student's own attempts to make sense of and reflect on an issue, even if the student finds thinking/writing in English problematic, than long paragraphs of work which have obviously been cut and pasted from another source. Candidates will need to sign a declaration statement indicating that the Individual Research is their own work. The teacher responsible will be required to countersign this declaration, verifying that regulations regarding plagiarism and the role of the teacher have been observed. This declaration must accompany the presentation of the Individual Research on submission for moderation.

Structure of the Individual Research for assessment/moderation

When students put their Individual Research together, they should ensure that each study is clearly labelled with the title/question of the study. As stated in the syllabus, there must be some extended writing, but this does not mean that all pieces have to be written essays. A study will be much more stimulating if it includes other ways of meeting the assessment criteria, for example, a poster representing the views of different people concerned with saving the Amazonian Rain Forest and why they feel it is important to them personally and/or globally, or an interview with different people about how they feel water shortages can be dealt with and whose responsibility it is in their country. Your students may like to voice their own opinions by creating a short podcast, which they can embed within their work. Including a transcript will help with assessment and moderation.

Further guidance on file formats/sizes and detail about submitting the Individual Research electronically can be found in a separate document, entitled, *Guidance for Centres on the electronic submission of coursework*.

You can use the following as a checklist for your completed Individual Research reports:

Individual Research checklist

- Is the Individual Research stored electronically so that it can be easily accessed for moderation?
- Does each of the studies have a title phrased as an issue/question rather than a broad area of study?
- Is the work clearly structured?
- Is the word limit adhered to?
- Is the study more than just an essay?
- Can all the files be accessed/opened? Are there transcripts in case an interview/DVD fails to open during moderation?
- Are all the digitally scanned photos/pictures accompanied by titles?
- Is there some extended writing?
- Does the Individual Research include an appendix showing the approximate number, and general goals, of internet searches made during the course, plus any other main resources that have been used?
- Has the teacher added a completed Individual Candidate Record Card to the individual candidate's submission?
- Is there a Coursework Assessment Summary Form showing the marks awarded to all candidates?

Section C: Examples/ideas

You should now have a better understanding of what the Individual Research is and your role in developing the skills of your students to complete their Individual Research, as well as ideas about how your students might go about building their Individual Research. The assessment criteria should be clearer so that you can confidently assess your students' work. This section considers some examples of possible Individual Research reports and some ideas on how students can present the findings of their research to avoid writing over long essays.

Example Individual Research report: Family and Demographic Change

Possible teacher brief – In this example the teacher has given the question to the student/s. You may prefer your students to come up with their own question based on the topic you have just delivered.

Will global influences lead to the end of the traditional family in my country?

We have spent some time discussing and understanding Family and Demographic Change. Now it is your turn to apply what you have learned to your Individual Research report. You are expected to collect evidence to answer the question: Will global influences lead to the end of the traditional family in my country?

You are also expected to consider possible scenarios that could be relevant to what you have found out. For this report, you are also expected to evaluate these scenarios and offer a range of possible courses of action to address family change. The actions should be at a range of scales (e.g. global to personal) and you should also try to express your own feelings on the issues you have analysed within the topic.

You should make sure that you include a variety of perspectives in your work, including global, local/national and personal.

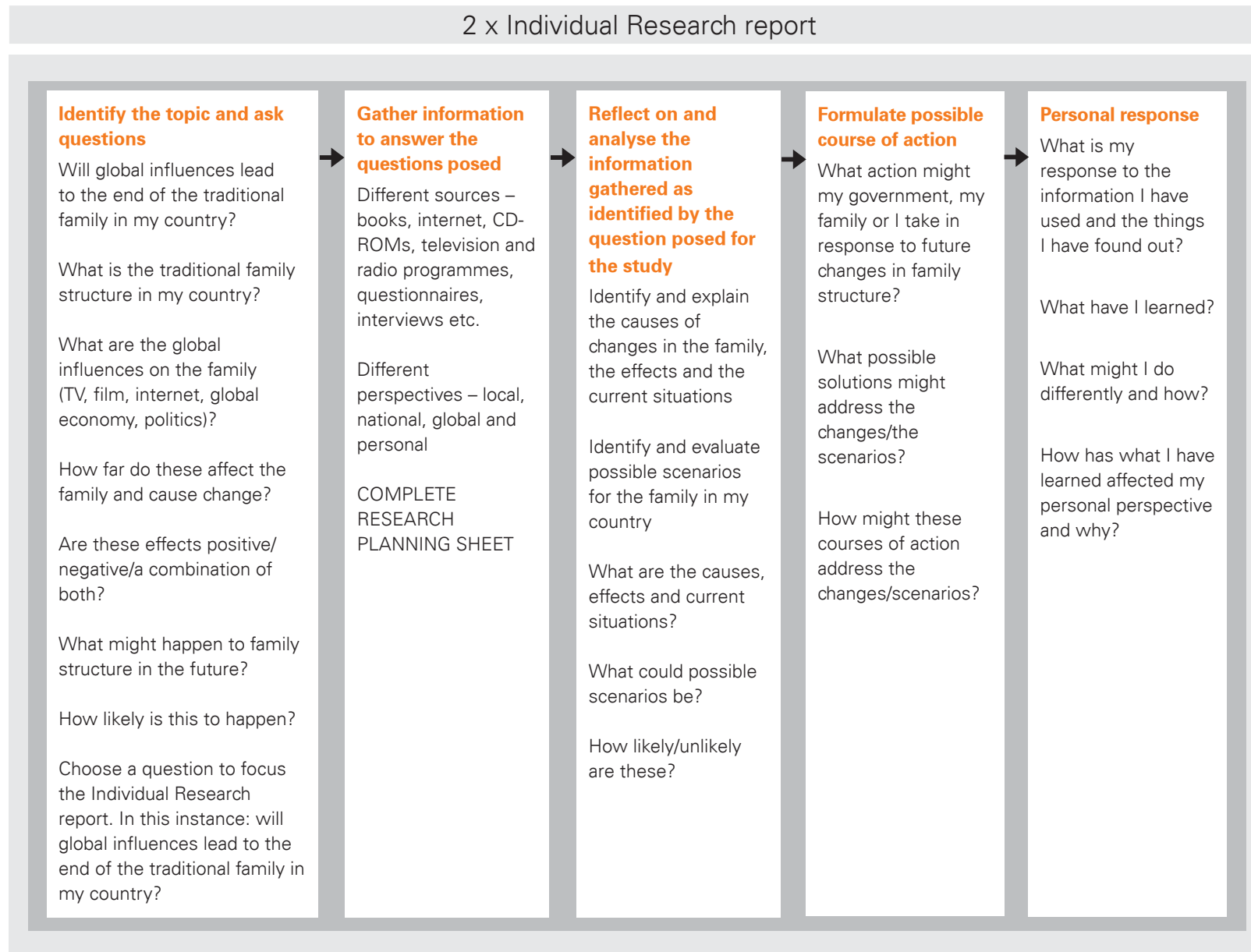
How to present your work

All Individual Research reports must be stored electronically so they can be submitted electronically. You must have some continuous prose in your work and you should use other forms of presenting and evaluating your information. For example, you may wish to create a poster to promote a particular message, or record a radio programme role play, make a video, create an electronic presentation or write a blog. If you use any of these, you must embed them in the Individual Research report and make it clear how they relate to your research question.

You must include personal reflection in your work, i.e. what your opinions and thoughts are about the information you have found out. You should consider and discuss the reliability of your findings as well as any personal feelings you may have.

You must also reference your work, using footnotes, and include a bibliography at the end of each Individual Research report.

Individual Research planning diagram – example for Family and Demographic Change



Examples of possible Individual Research reports

Students might then produce:

- a diagram showing the influences of global issues on the family over a period of time looking into the future and embed this into the continuous prose
- a summary of some changes in family structure in their country and what this might mean for them in the future as part of the continuous prose
- a podcast and transcript of a role play interview with a local official about how families are changing, how they might continue to change, and what the effects of this will be
- a written report/blog comparing what measures are being taken locally and at a national level to support the family in their own country and one other country
- a poster advertising what their country is doing to support families in comparison with other countries as part of the report, referred to in the continuous prose
- a powerpoint presentation given to a group of peers about how different family structures might be in the future and why this has come about
- a letter/email to a government minister describing their findings and outlining what the government might do to help support the families within their community
- detailed digital photographs of an exhibition or poster showing the different perspectives of how the family has and might change (together with written commentary)
- audio file and transcript of a radio programme explaining their reasoned point of view as to whether global influences have or might change the structure of the family

It is not necessary to include all these. The Individual Research report should be in continuous prose with other media embedded and referred to.

Example levels of response: Family and Demographic Change

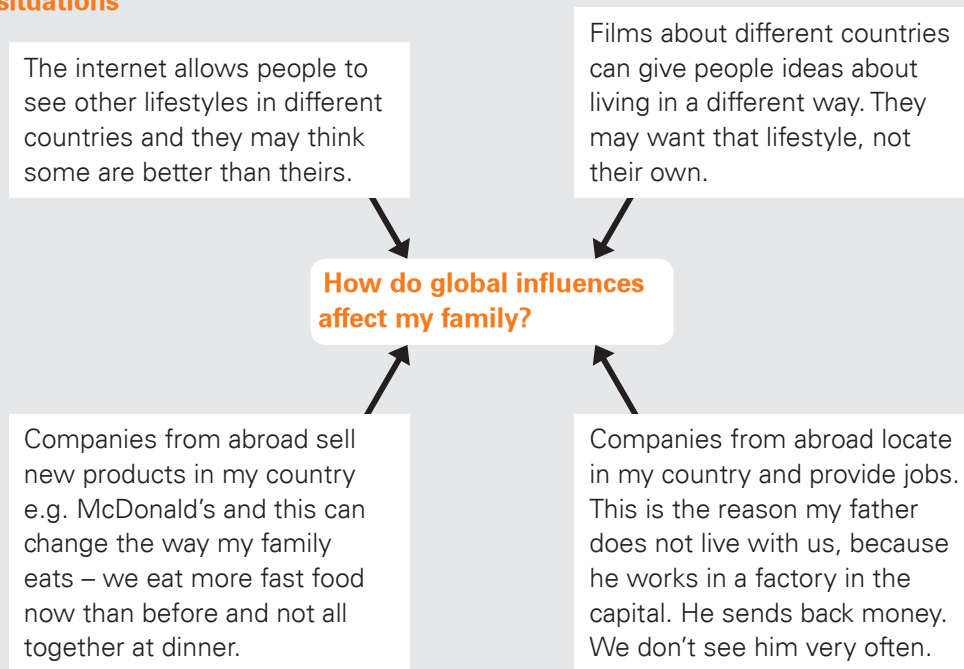
Below are some examples of the type of response students might provide at different levels for the Individual Research report example on Family and Demographic Change. Notice how the question changes according to the band, from 'what?' to 'how?' This shows how important it is for your students to have a clearly focused title.

Example A: What are the global influences on the family (TV, film, internet, global economy, politics)?

Band 1: Simple or little analysis/interpretation with little consideration to the causes, effects and/or current situations



Band 2: Some explanation identifying some causes and effects and/or current situations



Band 3: Mostly relevant issues and sound analysis. Considers causes, effects and current situation in some detail.

Many foreign companies are located in cities where I live. People move to the cities to work so families can be separated.

Social networks like Facebook show people what it's like to live in different countries. Sometimes people want to have what they see others having, including a different family life.

How do global influences affect my family?

My dad doesn't live with us during the week as he has to work in a city, but he comes home at weekends.
This is happening more and more in my country.

Films about life in different countries can make people want to have a different life. They may think it's better to live on their own and they leave their family.

Key

Factor influencing family →
Link between factors ↔

Band 4: More complex links made, thorough analysis and causal connections developed

Globalisation of manufacturing and jobs means that lots of foreign companies are found in the cities in my country. People move to the cities looking for work and leave their families, so this could be why there are fewer extended families.

Development – as my country has got richer due to more industry and companies from abroad providing jobs and wealth, more people are able to get a good education and women especially can get jobs. This makes birth rates go down so family sizes are getting smaller because more and more women might prefer to work than have lots of children.

How do global influences affect the family in my country?

The media – we can watch news from around the world and satellite TV means we can watch more Western programmes. This can make different lifestyles more attractive so people could reject their own culture and not want to live in traditional family households. Western films can also affect us in this way, especially young people who want a different way of life.

The internet allows people to find out about new places and see what it must be like to live somewhere else. This can encourage people to migrate to cities and sometimes abroad. This can affect how a family is structured, for example, I now live with my grandparents because both my parents work in the Middle East. I see them once a year but email them every week. We used to live together in the city but I moved with my sisters to my grandparents' house in the countryside when they went abroad.

Key

- Factor influencing family →
- Link between factors ↔

Example B: How far do global influences affect the family and cause change?

In this example, it is clear to see how the student goes from a simple response in Band 1 to one that identifies simple explanations/causes for Band 2, and makes more complex links to be awarded marks in Band 4.

Band 1: Simple or limited analysis/interpretation data OR a basic comparison (lacks any explanation)

- The graph shows that more people are living alone.
- In India more people live in extended families than in the UK.

Band 2: Some explanation identifying some causes, effects and/or current situations

- The graph shows that more people are living alone than 20 years ago. This could be because divorce is now more acceptable and also because people are migrating all the time away from their families to find work either in large cities or abroad.
- In India more people live in extended families than in the UK. This is probably because the family is more important in India and when a woman gets married she goes to live with her husband's family. In the UK family this is not seen as important.

Band 3: Some more complex links made and causal connections sometimes developed

- The graph shows that more young people are living alone than 10 years ago and there are fewer people living in extended families. This could be because more people are migrating away from their families, especially in rural areas, to go and live in cities where they are looking for work. In many cities multinational companies from abroad like Nike and Samsung have set up factories bringing jobs.
- Living conditions are probably not as good in rural areas so people move to cities to get work and send home money to their families. People see adverts for jobs on TV and also city life looks exciting and better. They may even go abroad to work – they could have seen pictures of life in other countries on TV, in the cinema and even on the internet. They are attracted to it, so they leave their family and look for work.

Band 4: Causes, effects and current situations considered in depth

- The graph shows that 10% more young people between the ages of 18 and 25 are living alone than 10 years ago and only 1 in every 10 families in the UK is classed as an extended family. This is probably because people are migrating away from their families to go to work in cities as there is little possibility of work in rural areas. Young people also value their independence and move away from home to go to university as well as to work or to travel and rarely do they return home to live.

-
- Globalisation means that people are mostly free to live where they want to. Many dream of a fuller life where the opportunities are greater. They see what they may be missing on the TV or in films and to a large extent social networking has made many people realise that they can have a better life away from their families. They may be able to earn more and send a large part of what they earn back to their families to help them out of poverty. The family is not as important in the UK as it is in India. We have seen that there are more extended families in India. This might be because culturally it is expected that the family looks after the elderly members. There isn't the same provision for elderly people within society as there is in the UK with the National Health Service.

Example C: What might happen to family structure in the future? How likely is this to happen, would it be a good idea and what possible courses of action exist?

Band 1: Limited number of relevant scenarios, mainly descriptive, little evaluation and few relevant courses of action

- I think that the traditional family will be less important in the future because things are always changing.
- I think the UK will become more like India and have more extended families. This is good because elderly people won't need the National Health Service as much.

Band 2: Some possible simple scenarios; limited evaluation and some possible courses of action which are simplistic in approach

- I think that the traditional family will be less important in the future because there are fewer people living with relatives; this is because our country is becoming more developed and we will need to build more houses.
- I think the UK will become more like India with more people living with their families because it is getting more expensive to live on your own, especially if you are an old person. We need to make it cheaper for old people to live on their own.

Band 3: A range of possible scenarios, some evaluation and some appropriate courses of action

- I think that the traditional family will be less important in the future because if you look at the statistics I found, you can see that there is a downward trend on numbers living with relatives. This is linked to how developed our country is becoming and traditions seem to be becoming less important. Because of this there is the need to build more houses and provide services for the new communities that will exist in the future.
- I think the UK will become more like India with more people living with their families because it is getting more expensive to live on your own, especially if you are an old person, and families may want to look after grandparents. This seems more likely because the cost of living is really high for pensioners now. If it were cheaper for old people to live on their own, then more would probably do so. Reducing fuel prices and water rates might help with this.

Band 4: Broad range of scenarios based on evidence and sound evaluation

- I think that the traditional extended family in our country will be less important in the future. This is because, if you look at the statistics I have found, especially the data from the national statistics department on the number of people living per household, you can see that there is a downward trend on numbers living with relatives, especially in cities. This is linked to how developed our country is becoming and old traditions seem to be becoming less important. Influences from outside our country like film and the internet show people different ways of living and it makes it look glamorous. Also in the cities it is more difficult to live with a large family because of the lack of space. I think there will be a difference between

countryside and city areas, with quite a lot of people still living with their extended family in the countryside, because it can provide security for old people if their children are nearby and also it can provide money for the family as those people who work can support everybody. We therefore need to ensure that services are available to help extended families and maintain traditional values. Services could include home help, meals and shopping delivery and reduced fuel bills.

- I think that we will see more nuclear families, especially in urban areas, as people have fewer children and more women get an education and start to work. They will not want to have lots of children even if they get married because they will want to use their education and have a career as well, and it is difficult to do this if you have lots of children. I think this is increasingly likely because if you look at the statistics I found you can see that there is an increase in smaller family size in city areas like the capital. This is also a very wealthy place where there are lots of job opportunities provided by foreign firms and also national companies. One way of encouraging women who want careers to have children is to ensure that there are benefits such as flexible working hours, childcare provision and entitlements such as reduced fuel bills. This will help them out financially and also make it clear that having children is valued within society.

Further examples

Students may come across a graph that they can use in their Individual Research and use this as evidence, as in this example, where they are clearly discussing the issue:

This graph shows that since the 1970s the number of people living in the average household has reduced from 2.9 to 2.3 in 2002. This could mean that people are having fewer children, but also that more people are living on their own and not getting married or living with a partner. It could also mean that more families are splitting up and parents are getting divorced. In some parts of the world, where religion is less important and laws have been passed, it is easier to get a divorce. Also, as countries become more developed, more women have more careers and fewer children because they may wait until they have a career first.

Or explain what some statistics they have found might mean, for example:

Statistics show that there are increasing numbers of people living on their own (23% of the population in 1979 to 31% in 2002). It also looks like more families are splitting up, and increasing numbers of single parents are looking after children, so it seems that the nuclear family is reducing. The pie charts below show this – there is an increase from 1971 of the number of parents living alone with dependent children. There is also a decrease in the number of married people with children between 1979 and 2001 – 31% to 21%. 25% of children live with one parent. Also there is an increase in the number of children who live with a step-family when people get remarried. This links to what was said about divorce earlier.

Possible scenarios

If we continue driving cars, which are more than 10 years old, which cause more pollution than newer cars, and if the number of people who buy vehicles which work with gasoline or diesel increases, there will be further emission discharges, causing the greenhouse effect and this could have real consequences on our surroundings, for example, global warming, climate change, the extinction of plants and animals and no fertile soil for the growth of crops. We will, therefore, eventually not have enough food to eat and may eventually become extinct ourselves!

If everybody lived longer, there would be more elderly people in the world and this would mean a greater burden on the government to provide adequate health care and pensions, and if they continued to work until they were 70, fewer jobs would become available for the younger generation...

Personal perspectives

I can say that I contribute a lot to the excessive use of diesel and this is because both my parents have a car each and we usually use them every day to get around our city. They drive me to school and then go to work in them. They work in the same place, so could really go together, but my mother finds it more convenient to take her car as she sometimes leaves earlier than my father. The total time we spend in the car is approximately 1 or 2 hours per day, which is a lot, and I now feel that we abuse our environment because whilst we are in the car, we are polluting the environment. Even though I am aware of the problem, I still continue to use it instead of finding alternative means of getting around.

I'd like to live longer so that I can see what the world will look like, and I'd like to see my children and grandchildren grow up. I can then tell them about the world I grew up in and how different it was. However, I may need to change my lifestyle if I'm going to be able to do this. At the moment, I certainly eat too much fast food and don't do nearly enough exercise.

Possible courses of action

All countries should start to invest and to focus their economies on alternative fuel sources and start to give them more importance than the one given to oil, in order to avoid a worldwide crisis. In Mexico, some car manufacturers are trying to introduce hybrid cars and the government needs to try to create awareness about them so that the people are encouraged to buy them. The trouble is that they are expensive; this means that only those that can afford them will buy them and this won't make any significant difference, which will probably lead car manufacturers to stop investing in this market in Mexico.

There needs to be a worldwide focus on healthier eating and governments need to ensure that only healthy foods are produced and that these are affordable like fast food is now. Advertising could play a part in this and the same type of adverts used for cigarettes and alcohol might get the message across in my country, as fewer people now smoke than did 20 years ago. Exercise is another key factor in healthy living and a system of rewards for those that exercise could be introduced.

Evidence-based personal response

After everything I have found out, I can conclude that I am very worried about the future of the next generations, because it is very probable that the greenhouse effect gases will increase the world's temperature, there will be more precipitation, and the level of the seas will increase, probably to reach the rivers, causing sea water to mix with fresh water, leaving us human beings with a lower amount of drinking water.

I have discovered a lot about how we might live longer and I am concerned that more people might die too young, because they are obese, eat unhealthily and do no exercise; three things which I have learnt might shorten my lifespan and the lifespan of my friends and family.

Example Individual Research titles

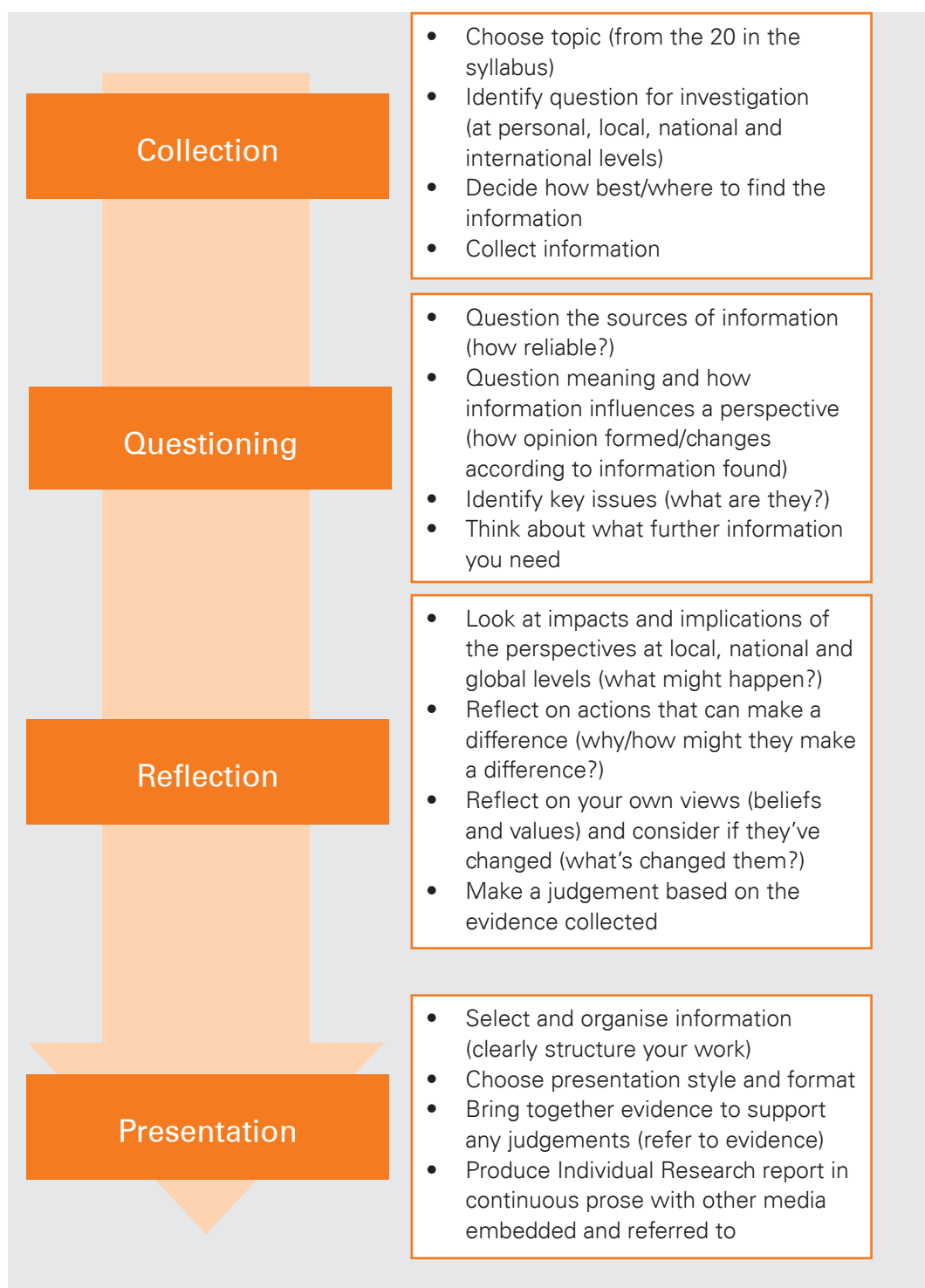
The content of the Cambridge IGCSE Global Perspectives course is not prescriptive, and teachers and students may choose which topics they wish to pursue, and formulate their own questions for their Individual Research report. However, a few examples are given here that may guide you when designing questions and/or advising your students about the types of issues/questions they need to come up with to make their Individual Research reports more focused.

The associated topics are listed in brackets.

- 'How far do global influences affect the family and cause change?' (Family and Demographic Change).
- 'To what extent can water shortages be dealt with on an individual level?' (Water, Food and Agriculture).
- 'How important is the continued existence of the Amazonian Rain Forest?' (Biodiversity and Ecosystem Loss, Climate Change, Humans and Other Species).
- 'How does a certain belief system impact on the way an individual lives his/her life?' (Belief Systems).
- 'How does the Global Recession affect my chances of employment?' (Employment).
- 'How does homelessness affect children?' (Urbanisation; Poverty and Inequality).
- 'How does global mobility affect a country's culture?' (Tradition, Culture and Identity).
- 'What impact might free, compulsory education have on my future?' (Education for All).
- 'How does education contribute to a longer life expectancy?' (Education for All, Disease and Health).
- 'How important is the use of renewable energy instead of fossil fuels?' (Fuel and Energy, Climate Change, Biodiversity and Ecosystem Loss).
- 'How does war and conflict affect the population of a country?' (Conflict and Peace).
- 'How has the internet transformed the world we live in?' (Language and Communication, Technology and the Economic Divide).
- 'How does a legal system affect human behaviour?' (Law and Criminality).
- 'How has the Olympic movement contributed to global well-being?' (Sport and Recreation).
- 'How are people disadvantaged because of where they live?' (Trade and Aid, Transport and Infrastructure, Poverty and Inequality).

Designing your own exemplar materials

When looking at producing your own exemplar materials, you may find the diagram below a useful guide as it leads you through the key stages of an Individual Research report. You may also like to give your students a copy of this to help them when they are designing their own Individual Research reports.



Planning sheet for students

Copy this planning sheet and use it to plan your Individual Research.

Name: **Class:**

Individual Research title:

What question do I want to ask?

Where will I find the information to answer my questions?

How will I analyse the information?

How will I identify and evaluate possible scenarios?

Possible scenarios

Evaluation of scenarios

Possible courses of action

Personal response

What have I learned?

How has what I have learned changed my opinion?

This planning sheet is for use by teachers and students to help design each Individual Research report. It DOES NOT need submitting with the completed work.

Example Individual Research

GLOBAL PERSPECTIVES
EXAMPLE
INDIVIDUAL RESEARCH

Topics:

- Fuel and energy
- Climate change

Questions:

- What are the consequences of the excessive use of petroleum and gas, and how can these be avoided?
- What and how do humans contribute to Climate change?

Fuel and energy – What are the consequences of the excessive use of petroleum and gas, and how can these be avoided?

I chose this topic because it is present in all our lives, Fuels and energies are necessary for most human actions, and they are a very important factor in the economy of the world. The energy in the world is concentrated on petroleum and gas industries. The consequences of the excessive use of these substances have turned harmful for society, economics and biodiversity. So, is gasoline the best option, than alternative fuels, to protect the climate and our health?

It is important to be aware of the present and future consequences of the use or abuse of the car. This has the objective of creating awareness of human actions that create some of the problems (such as pollution, which finally leads to climate change) we are facing nowadays, and the ones we are going to face.

Global Perspective

“The United States of America is the third country which produces the most crude oil, after Russia and Saudi Arabia and before Iran and china.”¹

Ethyl Alcohol or better known as Ethanol can be used as a bio-fuel, an alternative to gasoline. The procedure and manufacture of this fuel is very easy, and it can be produced from corn. “The U.S. and Brazil are the world’s two biggest producers of ethanol. In 2006 the production was of 13.5 billion gallons.”²

Michigan State University patented the Cellulosic Pre-treatment, this process was developed by Bruce Dale (professor of material science and chemical engineering) and Mingu Lau, a doctoral student, it consists of pre-treating

¹Organization of the Petroleum Exporting Countries. Available at : <http://www.opec.org/library/FAQs/PetrolIndustry/q4.htm>. (Retrieved on 29.january-09).

²Biofuel Could Eat Brazil’s Savannas & Deforest the Amazon. Available at: http://www.huffingtonpost.com/chris-mcgowan/biofuel-could-eat-brazil_b_64466.html. (Retrieved on:2-february-09).

the corn-crop waste, especially corn stover (leaves, cobs, stalks) with Ammonia Fiber Expansion (AFEX), instead of using conventional enzymes, this new treatment is 75 % more efficient. Ammonia makes the breakdown of hemicelluloses and cellulose, in plants, into fermentable sugars, and then, fermentation should take place, to finally convert the corn stover into ethanol without adding any kind of nutrients. Before this discovery, it was believed that waste corn needed nutrients to achieve fermentation.

This means that The U.S. has been trying to use other kinds of fuels, and even better ones (because they are renewable fuels), such as the E85 (15 percent gasoline and 85 percent ethanol). Bio-fuels are very good options to replace gasoline, but they also have some problems. Ethyl alcohol is a good idea to avoid polluting our environment, but Brazil, which is the country that produces the most quantity of ethanol, to use as fuel, has faced an important problem. As ethanol is extracted from corn, in the U.S, and from sugar cane, in Brazil, it is very possible that the production of this bio-fuel could finish crops and also “deforest the Amazon, the last one has is not a possibility, the results are now visible”³. These are not the expected results, because we may decrease the pollution generated by gasoline or diesel fuel, but it has created another problem which is hunger and biodiversity and ecosystem loss. But if we are only talking about corn waste, this could be a very interesting discovery to create a bio-fuel and use it, but do not abuse this natural product.

National Perspective

From a National perspective, in Mexico, the political party “Partido Verde Ecologista de México”, made an initiative to excuse the possession payment (.16% of the total cost of the car) to all people that bought or owned a new car, that has an internal combustion motor or a motor driven by hybrid cars”⁴. Nowadays, There are only two car brands with hybrid cars, Honda, with a car called Civic, which price is of 294, 500 pesos, and The MHD, with the Smart

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4 Since January 1st, 2009. This initiative was accepted by the “Comisión de Hacienda de la Cámara de Diputados”

Fortow, which price is of 15 thousand dollars (See Appendix 2, image 0.1).

The Mexican government must be working with car brands to bring to Mexico new cars which have new technologies, and use alternative fuels, which pollute less. But the truth is that the Mexican government is not really helping to decrease pollution or to help the country's economy, making Mexico invest in other kinds of fuels, to stop being independent of a non-renewable source, such as petroleum. The Organization of the Petroleum Exporting Countries (OPEC) said that reserves of oil could last for 80 years and that the reserves from non OPEC's reserves could last for 20 years).

With all these actions we can see that maybe the fact of being a developing country affects our culture or our way of thinking, because neither the people who really can choose to state new reforms or new laws to avoid air pollution produced by cars nor the ordinary citizens are in a good availability to change their way of life to avoid using a lot of cars, or to create new reforms in order to have citizens buy the new technology, which at the end can be very useful because you can save money, by not buying so much gasoline, and because we could pollute less.

Personal Perspective

In my own personal perspective I can say that I contribute a lot to the excessive use of gasoline and this is because my parents have 2 cars and we usually use them to move around the city. We use them to transport ourselves to school and the school bus takes me to College, my parents also use their cars to go to work, to go to the gym, to go to the supermarket; to go to restaurants or to friend's houses. The total time we spend in the car is approximately an hour per day, and if there is traffic it makes the journey longer. The truth is that we abuse cars and our environmental resistance to air pollution, the car exhaust is polluting the air and even though there is awareness of this problem, and people know what is going on, there is shown very little response. So I think that I need to stop being like most of the people and make some changes in

my life. And what I could do about this is to use the car less, and maybe stop going to some places if it is not really necessary.

Possible Scenarios

If people continue using old cars, which pollute a lot more than the new ones, or if people use their cars a lot, and if more people buy more vehicles which work with gasoline or diesel, there will be lots of gas discharges of greenhouse effect and for instance there will be real consequences on our surroundings, global warming, climate change, extinction of plants and animals, decrease of potable water, no fertile soil for the growth of crops, melting of Antarctic and Arctic and the increase of the level of sea water into others. All these effects have a huge probability to happen, and the outcomes, for humans, will be catastrophic because we will not have the necessary amount of water to drink, also we will not have enough food to eat, because many animals will be extinct and the success of agriculture is going to be very difficult, because the soil will lose lots of nutrients and the world economy will have dramatic repercussions because it is based on oil. So everything points to a world economic crisis, and, as a result, more wars. But the wars over natural resources will not be only for oil, they could be for fresh water, which mean rivers.

I think that it's very dangerous that we're taking this path, which is very risky. Because before countries are going to start fighting for fresh water the citizens and the people will be the first to suffer and to fight for water, so maybe the crime rates will grow and this will be very dangerous for all the countries, because if now that all the world is in a recession, crime will be more present because many people can't afford buying neither meat, nor chicken nor rice; imagine how it will be when all the powerful countries will be fighting for water, as always the most affected will be the citizens and life will be very difficult, because the new generations will be worrying about how the water they drink is not necessary for being hydrated or how good it could be to take a shower.

Possible courses of action

All the countries should start to invest and focus their economies on alternative fuels and start to give them more importance than the one given to oil, in order to avoid a worldwide crisis. In Mexico the automotive fuels most used are gasoline and diesel, which pollute a lot, and endanger our health and as some car brands are trying to bring to Mexico hybrid cars, the government should try to create awareness in citizens, to buy these new cars, with better technology, which represent a saving, but also decrease air pollution. But the problem is that these cars are quite expensive, and most Mexicans can't afford one, so the mainly benefited people are of the middle class. This means that even though some people buy these cars, there will not be any significant difference, which will probably lead car brands to stop investing in hybrid cars.

In a personal perspective, I think that I should use the car less, and start to use more public transport, because this way my car would not be polluting, and the buses, or the "Metro-Bus", transport a lot of people and do not pollute as much as cars do. For example, there is a group of 50 friends, they want to go to the movies and 10 of them have cars, and they could transport all of them. If they choose the cars they will pollute more than if they just take the Metro-Bus (See Appendix 2, image 0.3).

Personal Response

After all that I have searched and said I can conclude saying that I am very worried about the future of the next generations, because it is very probable that I am going to die before 2089 and while I'm still alive there will be oil, but the truth is that the greenhouse effect gasses made worse by the use of petroleum and gas will increase the world temperature, there will be more precipitation, and the level of seas will grow, and it is very probable that sea water will arrive at rivers and salt water will get mixed with pure water, leaving human beings with a lower amount of drinking water. This worries me a lot, because I don't understand why countries are neither thinking in the near future

nor in the distant one. For the common good, all countries should create new laws to avoid the excessive use of automotives using petroleum and diesel and they also should encourage the citizens to buy cars with alternative fuels or Bio-fuels so that there could be a stop to the growth of global warming and climate change.

Word count: 1,829

Climate change – What and how do humans contribute to climate change?

Human activities are responsible for many of the climate problems we are facing. People made road transport necessary for daily life and movement around the city. “The most polluting activity that a human can make is to drive a car.”⁵ Usually the emissions from one car do not pollute a lot, but when we are talking of countries, with cities where a lot of people live, the gas emissions are very high. The pollution caused by car’s exhaust leads to bigger problems than just pollution, it isn’t healthy for any living beings, so many plant and animal species get extinct or threatened and humans can develop serious diseases.

Climate change is due to the Greenhouse effect (See Appendix 2, image 0.4), which is a natural phenomenon, when there are “greenhouse effect gases”⁶, the reflection of sun light (infrared radiation) is transformed into heat, so the greenhouse gases do not allow heat to return to the space, absorbing it, and this generates more heat on Earth, causing Global Warming. The Greenhouse Effect is used to warm the earth, but humans have been inducing this effect to be stronger and to generate more greenhouse effect gases, making the earth’s temperature hotter.

Global warming has raised the average temperature of the world, because of this; glaciers are melting, so the sea level will increase, because ice bodies are melting and because the sea absorbs heat, so water expands. Global warming has also been caused because of the evaporation of superficial water bodies (also increasing temperature), the increase of the amount and frequency of precipitation, hurricanes and storms; evaporation will also cause a decrease in the soil’s humidity and nutrients are lost (See Appendix 2, images 0.5 and 0.6).

If the Earth is warmed up, the glaciers of mountains and the caps of the ice of the North Pole and the Antarctic would be fused and increase the sea level by 30 cm. Scientists predict that for the year 2050, all the glaciers will be

⁵ U.S. Environmental Protection Agency Office of Mobile Sources. Available in : <http://www.epa.gov/otaq/consumer/05-autos.pdf>. (Retrieved on 3-Feb-09)

⁶ CO₂, CH₄, H₂O, O₃ and CFC's

completely fused.

Scientists have been responsible for the technology, including great things, facilities and helpful developments, but they are also responsible for discoveries that are overused, or used for bad means, for example, the Atomic bomb. Society also overuses materials and machines that affect our surroundings, so the entire world is responsible for pollution, but we are going to focus on greenhouse gases emissions. We need to know more about different perspectives to reach a balanced approach of the situation.

Global Perspective

The World Meteorological Organization made an organization called the intergovernmental Panel of Climate Change (IPCC), a scientific intergovernmental body. “This organism has as objective to make all the government policymakers be aware of all the new social-economic scientific and technical information related to climate change”⁷.

In 1997 after the second publication of the Report, a decision was made – The Kyoto Protocol. The last one is the biggest instrument to face Global Warming. Kyoto Protocol’s aim is to reduce the emissions of greenhouse gasses by 5% of the one in 1990 in a time from 2005 to 2012 by developed countries.

I think that the Kyoto’s Protocol is a good idea. It is the biggest movement to reduce greenhouse gases’ emissions. But I see one problem. Article 17 allows countries to make emissions trading, this means that if some countries have emissions units to spare, they can sell them to other countries that are over their targets, but I think that with this article the aim of the Kyoto’s Protocol, is being forgotten. So all the countries should not get over their targets, and countries that do not produce the Greenhouse gases allowed, should not sell their excess capacity. If this happened the results would be better.

This protocol has 182 Parties (countries). México entered in February 2005,

⁷ IPCC - Intergovernmental Panel on Climate Change. Available at: <http://www.ipcc.ch/about/index.htm>. (Retrieved on: 1-february-09).

but the country which is the world-wide contaminator, The USA, has not signed the treaty of Kyoto. “The government supports his decision by saying that this treaty could affect its economy.”⁸

“United States is also the country which has major number of Carbon dioxide emissions due to the consumption of petroleum, coal and natural gas; and Mexico is the 14th place”⁹. However China is the number one in air pollution.

G8 was formed in 1973, and it comprises France, Italy, Germany Great Britain, Canada, USA, Japan and Russia and they have 5 guest countries – Mexico, Brasil, South Africa, China and India. The purpose of this group is to foster consensus on global issues among the leading industrial democracies and they have recognised that Climate change is one of the widest problems, which needs more action from society and negotiation with the United Nations. The leaders of these countries which are part of the G8 meet each year to find solutions to the Global Warming Problem, through the exhorting of the use of clean technologies as fuels. Other issues are discussed e.g. hunger, poverty, and peace in the Middle West.

The USA’s actions to decrease Greenhouse gasses have not been the needed ones. If this leading industrialised nation produces the most CO₂ emissions, the US government should make wiser decisions to prevent future generations suffering. If the US leaders are really concerned about the reduction of carbon dioxide emissions, they will reconsider the Kyoto Protocol and accept to join it to diminish the abuse of natural resources.

National Perspective

“Mexico is the 14th country which produces more emissions of carbon dioxide.”¹⁰
Since 1970 the carbon dioxide emissions grew 70 percent in only 29 years.

⁸ Energía y Calentamiento Global. Available at: http://www.nationmaster.com/graph/env_pol_car_dio_fro_fos_fue_200-carbon-dioxide-fossil-fuels-2000. (Retrieved on: 10-February-09)

⁹ Nationmaster.com. Available at: http://www.nationmaster.com/graph/env_pol_car_dio_fro_fos_fue_200-carbon-dioxide-fossil-fuels-2000. (Retrieved on: 31-january-09)

¹⁰ *IBID*

Today México produces 2 percent of the total greenhouse effect gases.

Mexico is part of the Kyoto protocol, it is a non-Annex because Mexico is a developing country¹¹. The National Authority in charge of the United Nations Framework Convention on Climate Change (UNFCCC) is La Comisión Intersecretarial de Cambio Climático (CICC in Spanish). “Pemex”¹² and the CICC have developed 6 projects for the elimination of methane (CH₄) emissions, 11 for energetic efficiency and 2 other of co-generation. In other words all the projects will add a reduction of 2,307,398 tons of CO₂.

The “Plan Verde Ciudad de México” says that “The Federal District Government’s climate change policy is to establish an institutional framework that promotes mitigation and the capture of greenhouse gases by implementing the regulation of the use of natural resources and the efficient use of equipments, replacement and endorsement of alternative fuels, use of new technologies and renewable sources of energy, actions by the forestry sector to capture carbon and preserve the reservoirs.”¹³

I think that Mexico is doing an effort to decrease greenhouse gasses by implementing different actions in which the objective is to make a proper use of natural resources as fossil fuels (non-renewable resource). The problem is that as Mexico is a developing country, it doesn’t have enough money to develop new technologies, but I think the government must stop paying big salaries to their functionaries and start using money for environmental friendly projects. Another problem I see is that these decisions and actions are not enough to make people aware of the reasons, consequences and possible actions to fight against Global Warming. If México, a developing country, can do something against greenhouse gasses emissions, The USA, a developed country, will not have any problem to introduce laws to reduce its GHG emissions.

¹¹ non-Annex I parties do not need decrease their emissions of Greenhouse gases, they need to develop inventories of Greenhouse gasses and to publicize National Communications.

¹² Petroleos Mexicanos is the greater company of Mexico and Latin America, and the greater fiscal contributor of Mexico.

¹³ Planverde. Available at : <http://www.sma.df.gob.mx/planverde/>. (Retrieved on: 15-January-09)

Personal Perspective

From a personal perspective I can say that me and the persons in the world are polluting and producing emissions of Greenhouse gasses. From my perspective I use my car and the college bus to go to school. This bus is old, and many pollutants are thrown into the air through the exhaust.

In Mexico City car traffic is a real problem, if there were no traffic I would spend 15 minutes to go the Gym instead of 45 minutes; the problem is not that I am not doing anything productive, it is that all the time I am in the car, gasoline is burning and Greenhouse gasses are emitted. At home, I use the Computer all day and I turn on the lights and when it is cold I turn on a lamp. After starting to research the problems that cars cause I realize there will be long-term effects that the emission of Greenhouse gasses will produce (plants of electrical energy emit greenhouse gasses) like Global Warming, which is going to increase the Earth's temperature. So I stopped turning on the lamps, and I use a blanket.

Global Warming, an effect of the air pollution, also leads to the melting of ice caps, which leads to the rise of sea levels and this rise could reach some rivers or lakes, so the fresh water will turn salty. The heat will evaporate water, and the soil will be drier, and this will have big repercussions for humans.

Possible scenarios

Predictions say that because of the rise of the sea level, many beaches or cities will be under the sea level. Some of these are Miami, New York, Baltimore, Florida and Boston, New Orleans and Washington in USA. In Mexico states will be affected too, like Quintana Roo, Mérida, Campeche, Tabasco, Chiapas, some parts of Oaxaca and Veracruz.

“Washington is in severe danger of being covered by water because of the Potomac river, which is connected to the Chesapeake Bay, and this is

connected to the sea, so if any hurricane or storm of category 2 arrives, the ocean level will rise, and as consequence the Potomac river, and Washington will flood, Scientist say that the water will be very near of the White house"¹⁴.

As many people live in coastal zones, they will want to be protected from Climate change, so there will be a migration boom. Other problems will be lack of fresh water, so agriculture will be affected, all these possible outcomes can also cause poverty and hunger. All this will have as a consequence of the growth in criminality and social chaos.

Possible Courses of Action

Even though both countries have been trying to solve this problem, both need to get better in some areas. In the United States, the best thing to do is to join the Kyoto's Protocol. This will bring benefits to US and the World future generations. From a national perspective, México should start promoting the Global Warming effects and possible courses of action to fight against this problem. This will help the Mexican citizens to start using their cars less, use more bicycles and public transport. We need to remember that fighting against Global Warming is a challenge, we need to give more of ourselves and government is the one who needs to start and then society will follow.

Personal Response

I conclude that it is quite urgent to change our way of living, starting from laws and policies, then education and finally with our daily actions. Even though the Greenhouse gasses' emissions get controlled they are going to stay a long time on Earth and all predictions happen, this will result in an unrecognizable world.

Around 2050 there will be more poverty, hunger migration and more criminality. Most of the severe changes are predicted for the same year, but if the power

¹⁴ "Natural Disasters", The History Channel.

consumption based on fossil fuels continues growing, the carbon dioxide concentration will grow even more and the changes will happen before the thought of time.

I need to take responsibility – use public transport, and use less electricity. If I don't want to suffer, when I am 57, I need to change my habits for future generations.

Word Count: 1926

Appendix 1

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Appendix 2



Image 0.1 The use of biofuels.



Image 0.2 Civic hybrid



Image 03. The Use of Metrobus helps to the decrease of air pollution.



Image 0.4 The Greenhouse effect.

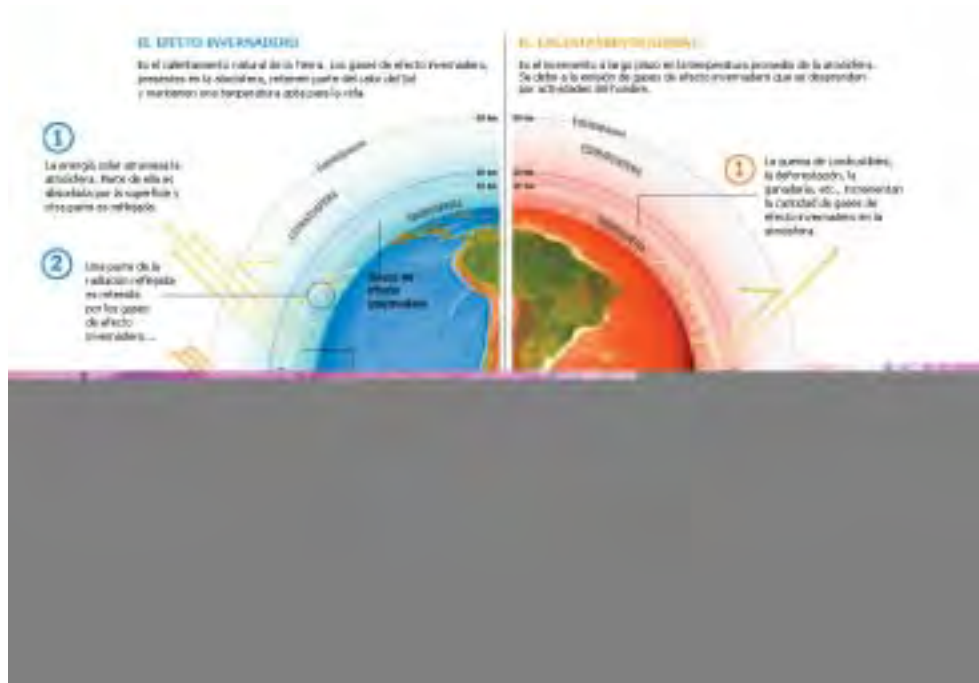


Image 0.5 The Greenhouse effect and Global warming



Image 0.6 NO GLOBAL WARMING



Image 0.9- Deforestation of the Amazonas



Image 0.10. Oil pours are very dangerous for animals and plants.

Conclusion

We hope you have found the material in this guide to the Individual Research useful and that it helps with your Cambridge IGCSE Global Perspectives Individual Research experience. We look forward to seeing your students' Individual Research reports.

All the documents referred to in this guide can be found on the Teacher Support site at <http://teachers.cie.org.uk> under Cambridge IGCSE Global Perspectives.



Global Perspectives

Group Project Guide

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Welcome to Cambridge IGCSE Global Perspectives

Welcome to Cambridge IGCSE Global Perspectives (0457) and to this guide to teaching and assessing the Group Project. Our intention in this guide is to answer any questions you may have about the Group Project element of the Cambridge IGCSE Global Perspectives course and also provide an example of a Group Project.

In Section A we look at how the Group Project fits into the Global Perspectives course, its structure and how you, as teachers and facilitators, might approach developing the skills your students need to complete their Group Project successfully and thereby achieve the learning outcomes.

In Section B we look more closely at the assessment criteria and what you need to consider when assessing and submitting work for moderation. Also included within this section are forms which will assist with undertaking individual and group assessment.

In Section C you will find a sample Group Project for further guidance on how the various Group Project elements fit together.

Section A: Overview of the Group Project

Aims of Cambridge IGCSE Global Perspectives

This syllabus will appeal to candidates not simply because it will extend their understanding of the world, but also because it will develop their potential to understand different perspectives and to make reasoned responses; skills which will be useful in their study of other disciplines and for their life-long learning.

Candidates examine a range of global issues from a variety of different perspectives, drawing on a variety of subjects. Global issues should be explored from a personal, local/national and global perspective, and could include almost any discipline, from the literary to the scientific, but should include a cross-cultural perspective.

Cambridge IGCSE Global Perspectives aims to develop learners who:

- are independent and empowered to take their place in an ever-changing, information-heavy, interconnected world
- have an analytical, evaluative grasp of global issues and their causes, effects and possible solutions
- enquire into and reflect on issues independently and in collaboration with others from a variety of different cultures, communities and countries
- can communicate sensitively with people from a variety of backgrounds
- work independently as well as part of a team, directing much of their own learning with the teacher as facilitator
- consider important issues from personal, local/national and global perspectives and who understand the links between them
- critically assess the information available to them and make judgements
- can support judgements with lines of reasoning
- have a sense of their own, active place in the world
- can empathise with the needs and rights of others

Many of these aims will be met when undertaking the work for, and building, the Global Perspectives Group Project.

The requirements for the Group Project

The Group Project requirements and assessment criteria are outlined in detail in the syllabus and Section B of this document. Students should understand what the Group Project requirements are and how their Group Projects will be assessed. This is to ensure that they fulfil the requirements and that their Group Projects are aligned to the assessment criteria. If not, they may disadvantage themselves by undertaking Group Projects that do not give sufficient opportunity to demonstrate the skills required in the assessment criteria.

Group Projects must be explicitly connected with an issue within a topic area other than one of the two explored in the Individual Research. It is very important that teachers monitor their students' choice of Group Projects to ensure that the area of investigation they choose for their Group Project has not already been investigated in their Individual Research submissions.

Structuring the Group Project

The syllabus gives teachers the flexibility to have their students work on Group Projects on an individual, group or class basis. However, if the same Group Project is prepared by a whole class, the Group Project must still allow for groups of students within the class to achieve outcomes that are different from those of the other groups of students within the class. This is to ensure that the work of each group of students is different and not repetitive of other groups' work.

For example, a whole class could work on a very broad topic area, such as conservation, but the class should then be divided up into smaller groups working on different aspects of conservation, e.g. fuel conservation, heritage conservation, water conservation etc. Similarly, if a whole class is working on an investigation relating to, e.g. health issues, smaller groups could work on how different groups of people are affected by the issue under investigation, for example, children, the elderly, the disadvantaged etc.

Group size

The syllabus states that groups should comprise between three to four learners. The scope of the project selected by a group of learners should enable all members of the group to play an active part in carrying out the project. Therefore, if a group is made up of four learners, the scope of the Group Project should allow all four members the opportunity to be fully engaged in carrying out the Group Project over the 20–30 hours of time it takes to complete.

Cross-cultural collaboration

Cross-cultural collaboration is an integral part of the Global Perspectives syllabus. Students should understand the work they submit must show evidence that they have engaged in this. This could be, for example, by the inclusion of email correspondence or an account of the information the group has gathered from people from other countries/cultures. Students also need to understand the purpose of gathering information/opinions from people from other countries/cultures on a particular issue. It is not simply to mention in passing that they have gathered such information. The information should be used to help them understand (and demonstrate that understanding in the work they produce) the views and opinions of others. These views may be very different from the students' own, depending on their particular concerns in the context of their country or culture.

The role of the teacher

The work that the students submit should be their own and a true reflection of their own efforts. They should, however, expect support and guidance from their teachers.

Do:

- explain what the requirements of the group project are, as stated in the syllabus document
- explain to students how their work will be assessed before they embark on their group projects and repeat the explanation at a later point if necessary as the group project progresses
- assist with the choice of topics or issues for investigation, ensuring that topics are not replicated in students' individual research submissions
- advise on the feasibility and/or manageability of proposed group projects and guide students in the scoping of their group project
- ensure that students have identified a specific outcome or outcomes for their group projects
- indicate possible sources of information
- advise on the proper conduct of information gathering
- give verbal feedback on work in progress
- facilitate group dynamics where necessary
- advise on the proper conduct of group projects, for instance avoiding plagiarism by citing sources of information and not 'cutting and pasting' information
- closely monitor work in progress to ensure to the best of their ability that the work submitted for assessment is authentic

Don't:

- prepare or over-guide students to the extent that they need to do little or no thinking for themselves (which includes producing templates or forms which may limit student response)
- edit or correct drafts of students' work

The Group Project content

Group submission

Each Group Project group must produce a collective representation of:

- the thinking behind the Group Project
- the aims of the Group Project
- the planning and progression of the Group Project (i.e. the activities undertaken)
- the outcomes of their Group Project

This means that student groups must begin with the end in mind and specify from the outset what their intended outcome(s) is (are). Teachers need to advise students that information gathering should be a means to an end and not an end in itself. Students need to consider the most appropriate use for the information they have gathered, bearing in mind what their aim is in carrying out the Group Project.

For example, if a group is carrying out an investigation into, e.g. water conservation, with the stated aim of making people more aware of the importance of saving water, they might decide that an appropriate outcome for their Group Project might be a television or newspaper advertising campaign. The syllabus gives students the flexibility to submit their outcomes in different forms, which may or may not be in written form.

Whatever form is chosen, students must ensure that the form they choose allows them to communicate the aims and the planning and progression of the Group Project, as well as the outcome they have in mind.

Returning to the example of a Group Project on water conservation, if the student group had decided that their intended outcome was an advertising campaign and they had decided to make their submission in the form of a report, then the first part of the report would probably outline the nature of and rationale for the investigation and the group's aims and intended outcome(s), along with their plans for carrying out the Group Project, individual group members' roles and responsibilities etc. The second part of the report would go on to elaborate on the details of their advertising campaign, or possibly show some sketches for their proposed advertisements. Alternatively, the group might decide that the most appropriate outcome for their Group Project might be some kind of water saving device that they had developed, in which case, the second part of the report might contain a blueprint for the design of the device, or a photograph of a model the group had made. Whatever they decide, students must remember that they need to explain the thinking behind what they produce and so sketches/designs etc. cannot be assumed to speak for themselves; they must be explained and/or elaborated on.

Some guiding questions learner groups may need to consider when designing their Group Projects

1. What topic areas have we chosen and why?
2. What do we hope to achieve by carrying out this Group Project and what is our proposed outcome?
3. Will we be able to critically evaluate this outcome in terms of how far it's been successful, or not, in terms of the aims of our Group Project?
4. What do we need to do/find out to achieve this outcome?
5. Who is going to do what and when?
6. Does our Group Project have enough scope for every group member to play a full part in the group work?
7. Is the workload manageable within the timeframe we have?
8. What plans do we have for gathering information and opinions/viewpoints that are drawn from personal, local/national and international sources?
9. How can we ensure that we look at the issue from different angles so that we can show different perspectives?
10. How can we make best use of the information and opinions/viewpoints that we've gathered and do we use some of it or all of it?
11. How are the information and views gathered going to be reflected in our Group Project outcome?
12. Does our outcome need to be accompanied by some additional explanation or elaboration?

Individual evaluation submission

Each student is also required to submit an individual evaluation of their own contribution to the Group Project, such as the information and ideas they contributed, as well as an evaluation of, and personal reflection on, the Group Project as a whole. To assist students in engaging in reflection and evaluation that is meaningful, teachers may wish to advise students to keep a brief, ongoing record of their contribution and their learning as they progress through the Group Project. This ensures that this important activity is not simply left until the end and then possibly dealt with in a fairly cursory way, but is actively prepared for along the way.

It is important that students recognise that their individual submission should be made up of three distinct parts:

1. Their own evaluation of the project plan and process. This must include some evaluation of the strengths and weaknesses of the plan and the process and some suggestions for improvement.
2. Their own evaluation of the group's Group Project outcome (which is why it is essential that a specific outcome is articulated in the group's submission).
3. An evaluation of their individual learning and contribution to the Group Project. This must include some evaluation of what they have learned from cross-cultural collaboration.

Developing your students' skills

Skills development is often the 'invisible' part of a learning process. The Group Project component of Cambridge IGCSE Global Perspectives aims to help students achieve their full potential by helping them become independent learners and develop the skills to:

- think for themselves
- take the initiative to come up with different topics/approaches
- do research both online and using hard copies
- communicate clearly with others
- analyse and evaluate information
- formulate their own opinions
- explain/synthesise ideas
- organise thoughts and findings into structured writing
- redraft work
- work in a trans-cultural capacity

We are also developing individuals to think for themselves and work together. These skills are transferable and apply to school, higher education and the workplace.

Students are often keen to start work on their interest areas, and a skilful teacher's role is to ensure students produce a successful Group Project by ensuring relevant stages are covered.

Whole class activities – Why?

Involving the whole class in relevant activities may seem time consuming but it is time well spent, as good Group Projects, regardless of content, require:

Planning	Discussing	Time Management
Listening	Thinking	Preparation
Research	Drawing Conclusions	Revising
Editing	Proofreading	Evaluating
Decision-making		

Working together

Class activities such as drawing up guidelines and the students planning and outlining their own Group Project timelines (e.g. drawing up Gantt chart) can be helpful. A class code as a visual aid is one way of reminding students what they have agreed – so a teacher/student can point to the poster on the wall when a reminder of the class code is required.

Questions to ask the class

How are we going to ensure...

- ...everyone takes a turn?
- ...listens to others?
- ...values the contributions of others?
- ...catches up if absent?
- ...completes all stages of the Group Project (including group and self evaluation?)

Possible student responses to these questions may be...

- ...Put up hand when wants to speak.
- ...Different students chair discussion.
- ...Reminder of listening activities.
- ...Everyone's contribution valued.
- ...Draw up list/put on wall poster of points to remember.
- ...Work with a 'study buddy' who helps you catch up if you are absent.

Developing skills: Research

The following exercises allow students to consider the skills required to carry out research – either using the internet or hard-copy sources.

Activity 1: Researching a product	
Time	1 hour
Resources	Websites and computers OR pre-printed copies with information. Pens/paper.
Task	<p>Students are given several websites/articles about laptops. Their task is to choose ONE laptop which they think is the best. They have 30 minutes and work in groups.</p> <ul style="list-style-type: none">• The laptop has to have more than 2gb memory and have a webcam.• It must cost less than £600 or equivalent in local currency.• Students may wish to choose different websites.• They are to present their findings to the whole class in 3 or 4 minutes.• They have to say why their group choice is the best.
What to look for	This will give the teacher the opportunity to monitor and see who is demonstrating which skills/who is good at ICT/who has leadership skills in directing others/who is shy/who is good at time management for example.
Class debrief	<ul style="list-style-type: none">• What went well?• What didn't go so well?• What would you do differently another time?• Explain to students they have just completed a mini-project.
Variation	This task could work just as well using trainers or mp3 players as the subject.

Developing skills: Listening

The following exercises allow students to consider the impact of listening to one another and give positive feedback to improve group work.

Activity 2: Listening in a group of three

Time	2 minutes
Organisation	One person talks for 2 minutes. One person listens. One person observes.
Task	The 'observer' reports back to both on how they thought each person listened (body language/nodding agreement/saying yes etc.).
Debrief	With whole class – how did that feel? What have you learnt? What would you do differently as a result?

Activity 3: Simultaneous talking

Time	2 minutes
Organisation	Two people talk simultaneously for 2 minutes – neither listening to what the other is saying.
Task	The 'observer' reports back to both on how they thought each person listened (body language/nodding agreement/saying yes etc.).
Debrief	With whole class – how did that feel? What would improve the experience of listening?

Activity 4: Disinterested listening

Time	10 minutes briefing the groups 2 minutes talking
Organisation	<ul style="list-style-type: none">• Class is grouped into pairs – 'A' and 'B'.• 'A' students are taken out of the room and briefed – asked to pretend to be totally disinterested, look away/around the room, make little eye contact, do not say anything, no questions for clarification or nods of agreement when person B talks to them.• 'B' students are asked to talk without interruption on a subject they like for 2 minutes. Then reverse – take Group B out and repeat instructions as above.• Repeat activity with 'B' taking 'A' role and 'A' taking 'B' role.
Debrief	With whole class in the form of a general discussion. How did that feel? What have you learnt? What would you do differently as a result?

Developing skills: Planning and recording

A relevant analogy for students may be joining a social networking site and the various phases they go through to do this. Although it is straightforward, various stages are still required e.g.:

- go to web page
- register on the website
- create a password
- create your area
- contact people and let them know you are online
- update your area and make some interesting posts – refreshing your area
- troubleshoot any issues that may arise

The same step-by-step approach is required in working on and completing a Group Project to deadline.

Planning a Group Project

The main elements of a Group Project are:



Setting up the Group Project

'To fail to plan is to plan to fail'

The teacher should stress the importance of planning to students. Using a series of questions is one way to approach skills development and for students to be involved in their own planning.

Questions to ask

- How do you approach a topic?
- How are you going to do your research?
- How are you going to work together and decide who does what?
- What kind of planning are you going to do? By when?
- How will you know what you find out is factually accurate and relevant?
- How will you show personal/local/national/global perspectives on your chosen topic?
- How are you going to record your learning?
- How are you going to evaluate your group work and individual contributions, which are important for assessment?

At the end of each day (or teaching session), students should be encouraged to ask themselves:

- What have I done today?
- What have I learnt today?
- What do I plan to do before/during the next session?

The answers to these noted down provides a useful 'log' for students. It is important that students' attention is drawn to the final criteria in the mark scheme. Teachers should emphasise that unless they keep an ongoing record, they will not be able to do themselves justice when being marked against these criteria. Also it is important that their reflections are honest and have some depth rather than being vague/superficial.

Developing skills: Reading

The important skills connected with reading include selecting, comparing and gathering information.

Three ways of reading are useful in project work:

- Skimming: quickly looking through material e.g. when doing web searches or reading a magazine article.
- Scanning: looking for specific points after an initial search, looking for evidence to give an example of points made.
- Reading for detail: often when new vocabulary/topics are involved and to gain a full contextual understanding the reader has to carefully go through information.

Note: It must be emphasised that 'cut and paste' is NOT an option.

Activity 5: Scanning and reading for detail

Organisation	<ul style="list-style-type: none">• Ask each student to bring an article of their choice related to their Group Project topic to the class and choose three relevant points from it.• Working in pairs they then tell a partner what they found interesting and why.• Students can then link the points they found interesting to their ideas about their Group Project.• Then the pairs swap articles and students find another three points in the second reading.• Students justify why they chose their three points.
Debrief	With whole class in the form of a general discussion. This can demonstrate that different readers can take away different information from an article and highlights the need to read (scan) the first time and then more carefully (in detail). It also highlights that reading requires concentration, time and effort.

Activity 6: Put it in order

Organisation	<ul style="list-style-type: none">• The teacher takes an article and cuts it up into paragraphs.• Each student with a partner has to put the paragraphs of the article into the correct order.• The pair to finish first then underlines the most important points of the article – demonstrating skimming/scanning and in-depth reading.
Debrief	<p>With whole class in the form of a general discussion.</p> <p>This can demonstrate that different readers can take away different information from an article and highlights the need to read (scan) first time and then more carefully (in detail). It also highlights that reading requires concentration, time and effort.</p>

Web searches

With students, who like to do web searches, it is good practice to suggest they limit themselves to, say, 20 searches THEN allocate reading time – class time can be allocated for some reading so that students can see this is a valuable activity.

Students should always be reading material with a critical eye – looking for potential bias and also questioning validity.

Questions to ask

- How do you approach a topic?
- Who wrote this?
- Why did they write this?
- Is there a definite bias e.g. a company wanting to sell the reader something?
- What would a different point of view look like?
- Is the material used factually accurate? How can you check to ensure it is?

Developing skills: Writing

It is important to emphasise that more than one draft is necessary to produce good written work and students need to allocate sufficient time for this when working on their Group Project. Students should take ownership of their work and understand that it is their responsibility to edit and correct their own work.

To guide students, teachers may wish to suggest a limited number of drafts, e.g. two, before final submission.

After researching, reading and making notes on ways of approaching their chosen topic, one way of 'writing up' is to put away all of the notes and materials and for students to write their opinions on a topic.

They can then go back and review what they have written and then refer to their notes and articles to put in relevant facts. This avoids 'cut and paste'. It also assists in the process of seeing how opinions are formed e.g. by gathering information, reflecting upon it and coming to a set of conclusions and questions.

Suggested writing activity

In the earlier activity on researching which laptop to buy, students could be asked to write a paragraph on how they approached the task and arrived at their final choice. This will also allow the teacher to ascertain which students may need to spend more time on practising their writing skills.

A structured approach to writing

A structured approach can be beneficial as writing can be challenging for students.

Activity 7: Structuring your writing

1. Brainstorm all your ideas on a topic.
2. Make an outline plan.
3. Write a first draft without notes (this indicates whether a student has gathered enough information).
4. Reread your first draft, editing out irrelevant and repeated points.
5. Put work into paragraphs.
6. Points make paragraphs – when there is a topic change, start a new paragraph.
7. Add headings.
8. Read through work then spell and grammar check.
9. Print a hard copy and reread – this is an essential step.
10. Make any alterations after reading the hard copy, then submit.

Tips to help writing 'flow'

- Organise writing by varying sentence lengths – some short then longer sentences, as this makes work more interesting to read.
- Check for consistent use of verb tenses.
- Use linking words to make writing more interesting.

Developing skills: Evaluating

Individual contribution

Reflecting upon work and drawing relevant and positive conclusions to help facilitate continuous learning and improvement are difficult skills for many students; especially if this is the first time they have attempted this.

A question that may help is:

What have you learnt doing this Group Project?

This can be broken down into:

- What have you learnt in planning the project/research/reading/writing/time management?
- What would you do differently if you were to do this again?
- How did you approach your individual contribution?
- What are the most valuable points you have learnt? Why?

Group work

Added to the questions above:

- What have you contributed to the group part of this Group Project? What would you do differently next time?
- What have you learnt about working together? What was good/challenging about working in a group?

To summarise:

- The teacher has introduced the Group Project, its aims and outcomes.
- Students have completed preliminary activities to help them develop/make them aware of the skills they require.
- Students have begun research.
- Teacher has monitored with one-to-one/one-to-group feedback.
- Students maintain their records/learning log.
- Teacher reminds students to consider individual/local/national/global perspectives.
- Preparation for assessment.
- Assessments of group work carried out and marks recorded.
- Practice work on evaluation – allow students access to mark scheme.

Some classes will require less teacher guidance than others, just as some individual students will require more encouragement and guidance than others as the Group Project allows for individual/group creativity. Remembering that personal, local, national and global perspectives can be communicated using a variety of media actually strengthens the case for the importance of developing skills along with ideas and writing up the Group Project.

Section B: Assessment criteria

Group Project assessment criteria

A total of 60 marks will be available for the Group Project, which will contribute 30% of the final mark.

The marks should be awarded for group and individual elements against the following assessment criteria:

Assessment Criteria	Element		Marks
	Group	Individual	
Production of a project plan	✓		10
Representation of different perspectives, including cross-cultural	✓		10
Constructive participation in group work/ activities		✓	10
Evaluation of project plan and process		✓	10
Evaluation of project outcome		✓	10
Evaluation of individual contribution and learning		✓	10

Marks will be awarded against each criterion using the statements on the following page.

It is very important that teachers pay close attention to the wording of the descriptors in the bands.

Group Project criteria – Group element

Assessment Criteria	Band 1 1–2 marks	Band 2 3–4 marks	Band 3 5–7 marks	Band 4 8–10 marks
Production of a project plan	<ul style="list-style-type: none"> the plan is simplistic and lacks detail the rationale for the project and its aims are unclear a concrete outcome is not identified or the outcome is vague timeframes and planned activities are not given or are vague details of roles and responsibilities are not given or are vague 	<ul style="list-style-type: none"> the plan is basic with some details the plan includes a basic rationale and a simple aim a concrete outcome is identified, but it may not be appropriate to the aim there is some indication of timeframes and planned activities some details of roles and responsibilities are given 	<ul style="list-style-type: none"> the plan is detailed a sound rationale is provided and aims are specific a concrete outcome is identified which is appropriate to the project aim timeframes are realistic and some planned activities are detailed roles and responsibilities are clearly defined 	<ul style="list-style-type: none"> the plan is detailed and well formulated a well-thought out rationale is provided and specific aims are articulated clearly a concrete outcome is identified which is well-suited to the project aim timeframes are realistic and appropriate and details of all planned activities are included roles and responsibilities are fully defined with some reasoning given
Representation of different perspectives, including cross-cultural	<ul style="list-style-type: none"> research information has not been used to support the outcome there is limited evidence of cross-cultural collaboration there is limited awareness of different perspectives 	<ul style="list-style-type: none"> research information has been used to support the outcome, but with limited effect there is some evidence of cross-cultural collaboration there is some awareness of different perspectives 	<ul style="list-style-type: none"> research information has been used effectively to support the outcome there is sound evidence of cross-cultural collaboration there is awareness and appreciation of a range of different perspectives, including cross-cultural 	<ul style="list-style-type: none"> research information has been used effectively and thoughtfully to support the outcome there is considerable evidence of cross-cultural collaboration there is awareness and appreciation of a wide range of different perspectives, including cross-cultural, and these differences are treated with empathy and understanding

Group Project criteria – Individual element

Assessment Criteria	Band 1 1–2 marks	Band 2 3–4 marks	Band 3 5–7 marks	Band 4 8–10 marks
Constructive participation in group work/activities	<ul style="list-style-type: none"> is usually a passive member of the group plays a minimal part in group discussions and activities, even when prompted contributions to group work are not usually constructive shows little or no support for other members of the group shows little commitment to the successful completion of the project 	<ul style="list-style-type: none"> is sometimes an active member of the group plays some part in group discussions and activities, when prompted contributions to group work are sometimes constructive shows some support for other members of the group shows some commitment to the successful completion of the project 	<ul style="list-style-type: none"> is usually an active member of the group needs little prompting to contribute to group discussions and activities contributions to group work are usually constructive shows support for other members of the group shows commitment to the successful completion of the project 	<ul style="list-style-type: none"> is always an active member of the group needs no prompting to contribute to group discussions and activities contributions to group work are always constructive shows considerable support for other members of the group shows considerable commitment to the successful completion of the project
Evaluation of project plan and process	<ul style="list-style-type: none"> the evaluation is simplistic the evaluation identifies one strength and/or one weakness in the project plan and/or the process there are no suggestions for improvement 	<ul style="list-style-type: none"> the evaluation is basic with some details the evaluation identifies one main strength and one main weakness in the both the project plan and the process there is one suggestion for improvement 	<ul style="list-style-type: none"> the evaluation is detailed the evaluation identifies some of the main strengths and weaknesses in the project plan and the process there are a few suggestions for improvement some of which are well considered 	<ul style="list-style-type: none"> the evaluation is detailed and well formulated the evaluation identifies most of the strengths and weaknesses in the project plan and the process there are several suggestions for improvement most of which are well considered
Evaluation of project outcome	<ul style="list-style-type: none"> the evaluation is simplistic the evaluation is not linked to the project aims there is a limited understanding of the successes or failures of the outcome 	<ul style="list-style-type: none"> the evaluation is basic with some details the evaluation is not consistently linked to the project aims there is some understanding of the successes or failures of the outcome 	<ul style="list-style-type: none"> the evaluation is detailed the evaluation is consistently linked to the project aims there is a sound understanding of the successes and failures of the outcome 	<ul style="list-style-type: none"> the evaluation is detailed and well formulated the evaluation is consistently and clearly linked to the project aims there is considerable insight into the successes and failures of the outcome

Assessment Criteria	Band 1 1–2 marks	Band 2 3–4 marks	Band 3 5–7 marks	Band 4 8–10 marks
Evaluation of individual contribution and learning	<ul style="list-style-type: none"> the evaluation is simplistic there is a limited awareness of personal responsibility in the project there is little reflection on either the benefits or challenges of working as a group there is little reflection on own learning from cross-cultural collaboration 	<ul style="list-style-type: none"> the evaluation is basic with some details there is some awareness of how own contribution affected the progress of the project there is some reflection on either the benefits or challenges of working as a group there is some superficial reflection on own learning from cross-cultural collaboration 	<ul style="list-style-type: none"> the evaluation is detailed there is awareness of strengths and weaknesses of own contribution to the project there is some reflection on both the benefits and challenges of working as a group there is a sound reflection on own learning from cross-cultural collaboration 	<ul style="list-style-type: none"> the evaluation is detailed and well formulated there is considerable insight in evaluating own contribution to the project there is insightful reflection on both the benefits and challenges of working as a group there is insightful reflection on own learning from cross-cultural collaboration

It is very important that teachers pay close attention to the wording of the descriptors in each of the bands for each of the assessment criteria. This is to ensure that their students produce the necessary evidence to which the descriptors can be applied. This section of the guide will focus on the assessment criteria and will highlight key phrases from the descriptors which should be drawn to students' attention so that they can maximise scoring opportunities in their submissions.

Group Project – Group element

Production of a Group Project plan

In order to perform well in this criterion, students need to ensure that their Group Project plan is clearly outlined in their group submission. It is especially important to outline the aims of the Group Project, since the individual group members' evaluations of their group's project outcome must be linked to the stated aims. If these have not been clearly articulated, students will struggle with this aspect of their evaluation. Also important at this stage is some discussion of why the group has chosen their particular topic/area of investigation and what their intended outcome will be. If an outcome is not articulated, then students will not have anything specific to evaluate in their response to the criterion 'Evaluation of Project Outcome'. In order to achieve the Band 4 level for the criterion, the project plan must be detailed and well formulated with a well-thought out rationale, a concrete outcome, and must fully define the roles and responsibilities of individual group members with some reasoning given.

Representation of viewpoints and perspectives (including cross-cultural)

One of the aims of the Cambridge IGCSE Global Perspectives syllabus is to develop in students an awareness of a range of global themes and issues, viewed from personal, local, national and global perspectives, and of the connections between them. Students need to be aware that a person's response to an issue is necessarily affected by their personal situation. In examining a particular issue, or concern, students need to consider the variety of perspectives likely to be held by the different parties involved.

Achievement of Band 4 requires that the outcome submitted by the group demonstrates awareness and appreciation of a wide range of different perspectives. Student groups which simply list people's opinions in the different countries with which they collaborated are unlikely to score well in this criterion. Their work should also show empathy and understanding of different perspectives including cross-cultural. This means that students need to carefully consider the information/viewpoints they have gathered and decide the best use to make of them which will show their understanding and appreciation of those perspectives.

Group Project – Individual element

Constructive participation in group work/activities

Teachers will need to observe individuals within the groups on a few occasions before they are able to arrive at fair assessment of each individual group member's contribution in this area. Teachers may also gather evidence for their assessment from their discussion with the groups and individual students at different stages of the project. Teachers should use the full range of marks available to them in making their assessment to ensure that there is appropriate discrimination between different levels of student performance. Marks in Band 4 will be awarded to students who are always an active member of the group, showing considerable commitment to the successful completion of the Group Project.

Evaluation of project plan and process

This is students' opportunity to evaluate the plan and its implementation. They should identify the strengths and weaknesses of both the plan and the process of working in a group. To achieve a mark in the top band, students should provide a detailed and well-formulated evaluation, identifying most of the strengths and the weaknesses in the project plan and in the process of producing the outcome. There should also be mostly well-considered suggestions for improvement of the Group Project plan and process.

Evaluation of project outcome

In their response to this criterion, students should be advised to take into consideration both the successes and failures of their group's specified outcome. These successes and failures should be considered in light of the aims of the Group Project as articulated by the group in the group submission. To achieve a mark in the top band, students should provide a detailed and well-formulated evaluation showing considerable insight into the successes and failures of the actual outcome that the group has come up with.

Evaluation of individual contribution (including what was learnt from cross-cultural collaboration)

This is students' opportunity to make an honest and reflective response to the Group Project they have been engaged in. The key phrases in the descriptor for the top level of achievement are: insightful reflection, benefits and challenges, detailed and well formulated. It would therefore be very helpful to students if they kept a simple ongoing record of their own thinking at different stages of the Group Project which they can then refer to in making their response to this criterion. Students who confine themselves to a few simple statements about their contribution to group discussion, or the information that they gathered, are unlikely to move beyond the Band 1 level. It is important that students are aware of the fact that in order to move beyond Band 1, they must engage in some evaluation of the benefits and challenges of working in a group and across cultures.

Guidance on assessing group work

General comments

The maximum number of marks available for constructive participation in discussion in group work/activities (individual) is 10. It is important that the marks awarded by teachers for this criterion are:

- awarded fairly
- reflective of the statements within the mark bands in the assessment scheme and discriminate between different levels of achievement through full use of the mark range available
- supported by evidence gathered and documented by the teacher over the course of monitoring candidates' progress and discussions throughout the duration of the Group Project

Observing candidates

While the term 'observation' is used in the forms that teachers will need to complete to note their comments on candidates' performance in this criterion, it is neither necessary nor desirable to make observing a formal activity as this can lead to the exercise becoming artificial. As a normal part of ongoing monitoring of projects, teachers are likely to interact with each candidate to discuss their progress at key milestone points, e.g. at the planning stages, during the research gathering process etc. Teachers could use evidence which emerges during such discussions to make some judgements about their candidates' performance and note down some examples of behaviours or the nature of the evidence they have observed. Teachers may also gather evidence from listening to their candidates' discussions during class time.

Recording and assessing

1. Please complete and submit one copy of Form A for each individual candidate within each of the groups.
2. After each of the three observations, please award a mark for the individual candidate's performance on a 'best-fit' basis, in line with the wording of the statements within each of the mark bands in the examination syllabus. Record some brief comments over and above the level statements to support the mark you have awarded.
3. After your final observation, you should decide on the final mark to be awarded to the individual group members. You can do this by adding the marks for the three observations together and then averaging them out, rounding the marks up to the nearest whole number. The final mark should be reflective of the comments you have recorded about the candidates' performance over the course of your observations.

Observation of individual participation in group work/activities

FORM A

	Areas for comment	Comments	Mark
Observation 1 Date:	<ul style="list-style-type: none"> • Support for group members • Completion of tasks allocated • Constructive contribution/participation 		
Observation 2 Date:	<ul style="list-style-type: none"> • Support for group members • Completion of tasks allocated • Constructive contribution/participation 		
Observation 3 Date:	<ul style="list-style-type: none"> • Support for group members • Completion of tasks allocated • Constructive contribution/participation 		
Final mark			

Section C: Sample Group Project

Explanatory notes

This sample Group Project is not intended to be seen in any way as an exemplary or perfect Group Project. It aims to give teachers a better idea of the nature of the Group Project work that needs to be submitted for assessment so that they can better guide their students. Students can then ensure they submit work that fully satisfies the requirements of the syllabus and which the assessment criteria can be successfully applied to.

The international school and students referred to in the sample Group Project are wholly fictitious and the Group Project is not based on any student work that has been seen by the developer of this sample. Teachers should not be put off if they feel that the language in the sample work is of a higher level than they would expect from their own students. What is important is the overall conceptualisation of a possible Group Project and its development. To that end, the sample Group Project includes the three components of the work that students will need to submit.

Firstly, there is the project plan, in which the topic area under investigation is stated, along with some of the key questions being explored. The rationale for the choice of topic is given, the aims of the Group Project are articulated and the final outcome(s) specified. This is followed by a table showing the activities that will be undertaken in carrying out the Group Project, which group members are responsible for the work, and how long the group anticipates it may take them. Students' timeframes may or may not be realistic and guidance may need to be given on re-scoping the Group Project.

Secondly, there is the Group Project outcome submitted by the group. In the case of this Group Project, the outcome is a written outcome and takes the form of a proposal submitted by the students to their school's management team. It should be noted that the syllabus gives students the flexibility to submit their final outcomes in different forms and therefore the outcome need not be completely written. The key point is that an outcome must be specified, and, if it is written, its purpose and audience should be stated, as is the case in the sample outcome provided. This is crucial because the outcome must be evaluated by each student in the group. Teachers will notice that in the sample outcome, the students provide all the information that they think the management team will need in deciding whether or not to accept their proposals, including what the key findings of their research were and the reasons behind their suggestions. This makes for a well-rounded submission which 'tells the story' behind the Group Project. Teachers will also notice that the students make reference to appendices containing a short video clip, collage of photographs, motto and badge design that they themselves came up with after trying out their proposals. These appendices have not been included and have only been referred to in the interest of realism. Given time constraints, a 'real' group of students might choose not to go as far as trying out the proposals. The reality of Group Project work in action is that projects need to be carefully scoped to ensure that they are manageable within the timeframe given for the Group Project and the number of students in the group. In the case of the sample Group Project, the scope could have been reduced by the students choosing to propose only one of the two events described.

Thirdly, there is a sample of one student's individual evaluation of the project plan and process, the Group Project outcome and her own contribution to the Group Project, including what she has learned from cross-cultural collaboration. This is a very important submission and worth a maximum of 30 marks. Students can maximise their scoring opportunities in this submission by preparing for it from the beginning and throughout the time they are engaged in the Group Project. This is why the first activity in the sample Group Project plan has each of the students in the group starting their own Group Project journal to note down along the way their contributions, key decisions and their own opinions on possible alternative approaches.

Sample Group Project plan

Topic area: Tradition, Culture and Identity

Some of the issues for investigation in the context of our Group Project:

- Why do some people move from one country to another?
- How does this affect their lives?
- What different ethnic backgrounds are there in our community?
- What can we learn from each other and what can we do to help each other?
- How can we retain our national identities as well as be citizens of a broader global community?

Choice of topic and rationale

In the international school where we study, there is a broad mix of students of different nationalities. Many of the students and their families (including our group members) have relocated here because of their parents' occupations. We are interested in exploring how far and how easy it is for such students to integrate themselves with their new communities and to what extent/in what way they still regard themselves as belonging to their original or 'home' background and culture. We think that this Group Project is worthwhile because our school, with its cultural mix of students, is like a mini version of the global community in which many people move away from their homeland and face similar kinds of challenges in integrating with their new communities while maintaining their own national/cultural identity.

Aim of Group Project

We would like to come up with concrete ways in which, as a school community, we can celebrate and capitalise on this mix of cultures, as well as help new students better integrate in a new community.

By the end of this Group Project, we will submit the following as the specified outcomes of our Group Project:

Specific outcomes of Group Project

Group work

Come up with proposals for activities/events for the school to introduce to help achieve the aims outlined above. We will submit the proposals to the school's management for consideration.

Individual work

Each group member is to produce one document divided into four sections in which the group member:

1. Evaluates the project plan and process (i.e. the strengths and weaknesses of the project plan and the process).
2. Evaluates the group outcome of the Group Project (i.e. the plan of activities).
3. Evaluates his/her individual contribution to the Group Project (i.e. what he/she did well during group work and what he/she could have done better, and/or what they found difficult about working as a group).
4. Explains what he/she thinks they have learned from cross-cultural collaboration and whether what has been learned has changed his/her opinions in any way.

Project activities, work distribution and timeframe

What?	Who?	How long?	
1	Start a Group Project journal to jot down notes on own contributions made, key group decisions and own opinions on possible alternatives	All	Ongoing
2	Discuss our individual experiences of moving to a new country and settling in: <ul style="list-style-type: none"> • what the reasons were for the move and what our feelings were about it • what helped us and what we found difficult • whether it is easier/harder for some students than others and why • what might make the experience easier/more enriching 	All	2 lessons
3	Discuss and draw up a list of interview questions to ask other students in our school to find out what they think, and decide who/how many to interview	All	
4	Interview other students in school and collate the responses	Georgiou & Alex Miguel & Carina	4 breaks
5	Discuss key findings – what do the findings suggest about what could be done to fulfil the Group Project aims?	All	1 lesson
6	Discuss the cross-cultural angle: <ul style="list-style-type: none"> • decide which schools in which countries to collaborate with to find out the information – why these schools? • is/are the situation/issues the same in other international schools in other countries? • what do other schools do to resolve the issues? • decide what form cross-cultural collaboration is going to take – email correspondence, Facebook, video conferencing, others... 	All	1 lesson

What?	Who?	How long?	
7	Allocate selected schools to group members to make contact and introductions, explain the Group Project and ask whether they will collaborate. Gather and collate the information and summarise key findings	Georgiou (Greece) Alex (UK) Miguel (Mexico) Carina (Hong Kong)	3 weeks
8	Discuss overall findings and decide on the proposals we intend to put forward as the outcome of our Group Project	Group	2 lessons
9	If time, try out our proposals on a small scale with just our group and make a record of what we do so we have something practical to show when we submit the proposal	Group	2 lessons
10	Draw up final proposals for submission, edit and revise	Alex & Carina	2 lessons
11	Put together the demonstration material we made	Miguel & Georgiou	
12	Write up, edit and revise our individual evaluations	All	3 lessons
13	Submit our Group Project outcome proposals and our individual evaluations to our teacher for assessment	All	Project end
14	Submit our proposals and demonstration material to the school management team for their discussion	All	
15	Contact cross-cultural collaborative sources to share findings and proposals and thank them	All	

Sample Group Project outcome (Group)

To: School Senior Management Team
Cariad International School

From: Year 10 Project Group CRi 06:
Georgiou Aristides
Alex Wilson
Miguel Alvarez
Carina Lau

As a result of our investigations for our Global Perspectives Group Project, our Project Group is submitting the following proposal for activities/events for the school to introduce to help our fellow students celebrate and capitalise on the mix of cultures that we have in our school, as well as help new students better integrate in a new community. We would like to thank you for your time in giving our proposal your consideration.

Background information

Initial discussion

We spent some time as a group comparing our families' reasons for moving overseas, our own feelings about the move and our experiences of it. In the case of our group, three of us are here for one to three years only, while one of us has emigrated here permanently. For the three of us, the move is because one of our parents has been sent overseas by their company to work for a period of time, but for the other one of us, her family felt that they would have better work opportunities and a better standard of life in this country. This made us realise that people come to live overseas for different reasons and for different periods of time. When we all talked about how we felt when we first heard about moving to a new country, we all agreed that although we were very excited because it would be so different and interesting, we were also scared about leaving our friends behind and whether we would be able to make new friends where we were going. We also agreed that one of the things we were most frightened of was starting in a new school, in a strange country where we wouldn't know anybody and the other students would all be very different from us, and we were worried that we wouldn't be able to fit in. We decided to find out whether our feelings were shared by other students in our school and whether the same was true for students in other schools like ours in other parts of the world. We wanted to find out what students in international schools like ours thought were the good things about being overseas and living in a different school community, and what they found frightening or difficult to adapt to. We thought that if we could find out this information, we could come up with ways not only to make it less frightening and easier for new students, but also to help them feel really part of one international school community and appreciate the benefits of being here.

Information gathering

We interviewed 20 students in year 10 who have been in the school for at least two years because they would have had time to settle in properly. Then we also interviewed 20 students in year 7 who have only been at the school for a few months because we felt that they would still be very new to school life and their experiences of moving would be very fresh in their minds. To see what it is like for students in other international schools, we interviewed students attending schools in Greece, the UK, Mexico and Hong Kong. We chose these because between the four of us, we have links to these countries and we felt that this would make it easier for us.

Key findings

1. When we interviewed the students in our school, nearly all of them said that they had felt excited about moving to a new country, and many of them also said that their friends had been impressed and envious of them and that this helped them to think of it in a positive way. They then went on to say, though, that once preparations for the move got underway and the time got nearer, they started worrying about settling in to a new school and trying to make new friends in a foreign country, and wondering whether they would face problems with students speaking other languages. Some students also said that they had been scared that their best friends would forget about them and that they would find it difficult to settle back in when they returned home.
2. When we asked the students about the actual difficulties they faced when they arrived here, most of them said that they felt overwhelmed by so many new faces, finding their way around the school and getting used to new teachers. However, they did also say that they appreciated the efforts that their new teachers made to help them catch up on any work that they had not covered, and which the rest of their classes had already covered. Some of those we interviewed, especially students in year 7, said they were able to settle in fairly quickly and didn't really experience too many problems. However, there were others who said that it took them a long time to settle in and some also said that they still didn't really feel part of the school.
3. Nearly all of our interviewees said that what would have helped them a lot would have been a clearer picture of what to expect when they arrived at our school, because this would have made them less frightened of coming here.
4. When we collaborated with other students in international schools elsewhere, we were not really surprised to discover that most of them mentioned the same fears and concerns that our own students had mentioned. What was interesting was finding out the different things that these schools did to try and help their new students settle in and to promote unity in their schools. A summary of responses, comments and suggestions gathered from students in other countries can be found in the Appendix.

Our proposals

For new students

We propose to make a short, introductory video film of our school that new students can access via the internet. The video would provide a virtual tour of the school so that students can familiarise themselves with the layout before they arrive. It would also have some introductory comments by the head and deputies and the core subject teachers. This would form the core video. But as well as this, we propose that as soon as the school knows that a new student is going to enrol, we think that that student should be assigned to a form class and that the class then should have their own, additional segment of the video in which the class members introduce themselves by giving their names, saying where they're from and what they like doing – they could also say 'hello' in their own language, if their first language is not English. The most important thing is that the student who has been assigned as the 'buddy' should have his/her own segment in which he/she talks a bit about what the school is like and why it's a good place to be, and what makes the form class special.

Our group has made a short video clip along the lines described above, just showing some shots of the school, introducing ourselves and, to make it more realistic, Alex pretended that she was going to be a 'buddy' to someone joining our group. To view our video clip, please go to...

Rationale

We discovered from our communication with students in other international schools that we contacted that most schools send out information packages to new students, giving them maps of the school, lists of clubs and societies, sports facilities etc. We think this is boring and that with modern technology we can do better and make it much more interesting, helpful and interactive. We think that our idea of an introductory video goes a step further because it addresses the point that our own students made about having a clearer picture of what to expect of our school before they arrive here. We think that seeing the faces and hearing the voices of their teachers and the classmates in their form group will help new students feel less frightened. They can also show the video to their friends at home so that they can also see what their new school and the other students will be like, and they will have something they can watch and talk about together. We think our idea of letting the new student's 'buddy' talk to them in the video will be especially helpful. All these points are good for the new student, but we also feel that making the video will also be a good learning experience and fun for the students in the class, as well as making them think about what is good about being in our school and in our class.

For all students

We propose that each class in school holds its own annual 'Separate but One' week. We think that each student or small group of students could produce something to showcase their own culture. It could involve dance, music, traditional food, national dress, some artwork, or a brief language lesson – almost anything at all! During the week, from Monday to Thursday, lessons could take place as usual in the morning, and the afternoon could be the time when the students work together and share with their classmates what they have come up with. The Friday of the week would be special, with no lessons, and all the students in the class working together in small groups to produce something that they felt represented all of them as one body. Like the individual/small group productions, this also could take any form at all. We also propose that, if it's possible/practical, the different year groups could take turns to present their whole class efforts at morning assembly throughout the year.

Again we tried some of this out as a small group and found that it worked quite well. Alex comes from Wales in the UK and she brought in some traditional Welsh cakes that she had made and shared the recipe with us. She also taught us some simple Welsh language phrases to say. Georgiou, from Greece, brought in a DVD showing traditional Greek dancing and he explained to us which dances are popular on which occasions, and then we tried out some of the steps ourselves. Carina is from Hong Kong and she told us all about Chinese Tai Chi exercise and taught us some moves, while Miguel told us about the Dia De Los Muertos festival in Mexico and showed us how to make traditional Sugar Skulls. We took lots of photographs of us doing all these things and then we made a collage of the photographs and added some captions. Finally, we came up with a motto and a design for a group badge that shows that although we all come from different countries, together we are strong and are one. To view images of our collage, motto and badge design, please go to...

Rationale

From our overseas contacts, we discovered that some schools already have what they call a Project Week, when all students work together on particular projects for a whole week. We think having an annual 'Separate but One' week is a good way for students of all the different nationalities in our school to share things that they think are important in their own culture with other students in the school, and in this way, we also all get to learn about other people's cultures and this takes care of the 'Separate' part of the title. We also wanted to have an activity in which students from different cultures work together to come up with something that represents their unity and togetherness, and this is where the 'One' in the title comes from. We believe that this should be an annual event so that all students get to be part of this experience.

Sample individual evaluation

Candidate's name: Alex Wilson

Evaluation of project plan and process

I think that we were mostly clear about the aims for our Group Project, as we wanted to help new students better integrate in a new community so that this could help us celebrate the mix of cultures in our school community. The planned activities took longer than we anticipated and it wasn't always clear who was supposed to do what. We needed to allocate specific tasks to individuals in our group rather than all of us trying to do the same thing, for example, drawing up a list of interview questions. This could have been done by me and I could also have contacted the cross-cultural collaborative sources to share our findings and thank them. We didn't all need to do it. We certainly had far too much information and we should have tried to limit the amount of research we did – a few good sources would have looked better than using a lot of not so good sources. Perhaps, each of us could have looked at just one source of information and then discussed our ideas to make sure we had enough perspectives.

It was effective to have a plan though as we did manage to create an outcome we were all mostly pleased with.

Evaluation of Project outcome

On the whole I think the proposals that our group came up with will achieve the aims that we set out in our Project Plan. First of all, I think the introductory video film of our school, with introductions to new students by teachers and new students' classmates will be very helpful to new students and will help them settle in more quickly because they'll know what to expect and it will help to calm their fears about coming to a new school, especially an international school where students come from such a wide variety of cultures and speak different languages. I think the video will also be an interesting way to achieve this and will make it very personal. However, I think it's possible that some students' parents may object to their children appearing in a video that's accessed through the internet. If this is a problem, perhaps we could explore having the video on the school's intranet which can only be accessed with a password, and this could be sent to the student in an introductory letter from the school. The other thing I thought we could consider was having the 'buddy' to the new student correspond with them by email in the weeks leading up to their arrival in the school so that they could get to know each other better earlier on and not wait until the day the student arrives.

Our second proposal, the 'Separate but One' week is also in line with the aims of our Group Project because it will allow students to celebrate and share their own cultural background with other students, and it will also make them work together to produce something that shows their togetherness. I think everyone will benefit from this because we will be learning but also having fun. Our group learned a lot just by trying it out on a small scale ourselves and we definitely enjoyed doing it! The only thing that might be a problem is that although we said it would be good to have it every year, people might get bored with it, or might run out of ideas, so we might have to think of having it every two years and do something different in the in-between year.

The only thing I think I would have done differently is not try to collaborate with so many schools because we found ourselves too stretched and running out of time. Since our school is already made up of students from many other cultures, I think we could have limited ourselves to just one other school in a different country.

Evaluation of my contribution

I think we all did our fair share of work for this Group Project and generally we all got on very well, helping and learning from each other. We tried to build on each other's strengths. For instance, Carina and I are stronger in English, so we drew up and edited the proposal. Georgiou and Miguel are better at technical things so they did the editing of our group's video clip and advised on how our proposed video film could be put together. I also came up with the idea of having a 'buddy' system for new students and having the buddy introduce him/herself in the video film. I think this was a helpful suggestion because it does make the film more personal to the student and make him/her feel special, even before they come to our school. When our group did its own showcasing of our cultures, I brought in the Welsh cakes and taught the others some Welsh which we all found very funny because they couldn't get their tongues round the words! One thing I think I wasn't so good at was leading the group discussions when it was my turn to do it. Carina is quite shy and I should have tried to bring out her opinions more often than I did. Also I sometimes lost my temper when I thought Miguel and Georgiou were not taking things seriously enough.

What I've learned from cross-cultural collaboration

I really think I've learned a lot from our cross-cultural collaboration, not just from contacting the international school in the UK that I was allocated, but more so from our own mix of students from different cultures here in our school. One of the most important things I think I've learned is that you can sometimes think that students from some countries are a bit proud and not willing to mix with others, but when you make the effort to really talk to them about something like moving overseas, you find that they have exactly the same concerns and fears as you, and that we're all very similar after all.



Global Perspectives

Written Paper

Contents

Paper 3 Specimen paper

Paper 3 Specimen insert

Paper 3 Specimen mark scheme



UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS
CAMBRIDGE INTERNATIONAL LEVEL 1/LEVEL 2 CERTIFICATE

CANDIDATE
NAME

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CENTRE
NUMBER

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CANDIDATE
NUMBER

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GLOBAL PERSPECTIVES

0457/03

Paper 3

For Examination from 2012

SPECIMEN PAPER

1 hour 15 minutes

Candidates answer on the Question Paper.

No Additional Materials are required.

READ THESE INSTRUCTIONS FIRST

Write your Centre number, candidate number and name on all the work you hand in.

Write in dark blue or black pen.

Do not use staples, paper clips, highlighters, glue or correction fluid.

You may use a pencil for any diagrams or graphs.

Answer all questions in the spaces provided.

For Examiner's Use	
1	
2	
3	
4	
Total	

This document consists of **5** printed pages and **1** blank page.



1 (a) Give **three** ways in which the internet could reduce poverty.

1

.....

2

.....

3

..... [3]

(b) Give **three** reasons why the internet is unlikely to reduce poverty.

Reason 1

.....

Reason 2

.....

Reason 3

..... [3]

(c) Yachi38 asks einar_norseman whether poor people are 'people who have nothing or just people who don't have enough.'

Explain how this difference affects the discussion about whether the internet can reduce poverty.

.....

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..... [6]

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UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS
CAMBRIDGE INTERNATIONAL LEVEL 1/LEVEL 2 CERTIFICATE

GLOBAL PERSPECTIVES

0457/03

Paper 3

For Examination from 2012

SPECIMEN INSERT

1 hour 15 minutes

READ THESE INSTRUCTIONS FIRST

This document consists of **2** printed pages.



Read the extract below from a website called World Against Poverty and answer every question.

World Against Poverty Blog

Some countries are investing in the internet because they believe that this technology can help them to end poverty. India, for example, is trying to ensure that one young person from every village is able to use the internet. They hope that these young people will introduce the rest of the village to the information age. We want to know what you think. Join the discussion below.

Web Visitors' Comments

einar_norseman

How can internet technology help people who cannot afford to buy food or shelter or health care? You need to buy a computer. You need to buy software. You need to buy access to the internet. All this costs money that poor people don't have.

Yachi38

It depends what you mean by poor people, einar_norseman. Do you mean people who have nothing or just people who don't have enough?

dembe

I heard that some people in Madagascar travel for hours to get to places with internet access.

KimYi_LotusFlower

Here in America internet systems have made the welfare system including benefit payments more efficient. This means that more money can go directly to the people who need it.

kwame77

I think the internet can possibly reduce poverty. It is a very useful tool. If farmers have access to the internet, they can see the weather forecast. If they know what the weather will do, they can plan properly, and this should make their farms more productive. Another thing is, the internet puts sellers directly in contact with the markets. So farmers know what their crops are worth. Or a craftswoman in Nairobi can sell directly to a customer in New York. This all means that people should make more money.

suhita_peacelover

I think kwame77 is too optimistic. People spend their time on the internet visiting social networking sites, messaging and playing online games. How can more gossip online make people richer? In Sri Lanka some people are spending 15% of their income on communications. So giving them the internet is making them poorer.

dave_sunlord

Of course the internet will end poverty. einar_norseman is out of date. Old technology is getting cheaper, so it will soon be free to poor people. In the future, educational material will be free too, like Wikipedia. There is content that you have to pay for, like the Global Encyclopaedia. This is written by experts, whereas Wiki content is written by anyone, and some people criticise it for being unreliable. But people in poor countries will be happy to use free materials. So people in less developed countries will soon receive a good education via online learning. Another thing is, people will be able to work for any company in the world using the internet, wherever they live. So companies will use cheaper workers in poorer countries, and these countries will get richer.



UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS
CAMBRIDGE INTERNATIONAL LEVEL 1/LEVEL 2 CERTIFICATE

GLOBAL PERSPECTIVES

0457/03

Paper 3

For Examination from 2012

SPECIMEN MARK SCHEME

1 hour 15 minutes

MAXIMUM MARK: 60

This document consists of **8** printed pages.



1 (a) Give three ways in which the internet could reduce poverty. [3]

Internet systems make welfare systems more efficient (so there is more money to help the people who need it).

The internet is a useful tool (weather forecasting, etc.).

The internet puts sellers directly in contact with markets.

This all means that people should make more money.

Old technology is getting cheaper, so it will soon be free to poor people.

In the future, educational material will be free too, like Wikipedia.

But people in poor countries will be happy to use free materials.

So people in less developed countries will soon receive a good education via online learning.

People will be able to work for any company in the world using the internet, wherever they live.

So companies will use cheaper workers in poorer countries, and these countries will get richer.

Any three. One mark each.

Accept reasonable summary or paraphrase. Accept reasonable suggestions from candidates which did not appear in the stimulus passage.

(b) Give three reasons why the internet is unlikely to reduce poverty. [3]

The internet (hardware, software, access) costs money that people don't have.

People spend their time on the internet messaging, etc. (accept gossiping / not working).

Online gossip can't make people richer.

Some people are spending a big proportion (15%) of their income on communications.

Any three. One mark each.

Accept reasonable summary or paraphrase. Accept reasonable suggestions from candidates which did not appear in the stimulus passage.

- (c) **yachi38 asks einar_norseman whether poor people are ‘people who have nothing or just people who don’t have enough.’ Explain how this difference affects the discussion about whether the internet can reduce poverty. [6]**

It makes a difference because people who have nothing and can’t afford to eat probably can’t afford internet access, so einar_norseman might be right that the internet won’t reduce poverty. But for people who are poor but not so poor they have nothing, the internet might be affordable and help them to earn more money, so it might help to reduce poverty for these people.

Mark according to levels of response

0 marks – no creditworthy material.

Level 1 (1–2 marks): Basic Response

Comment which relates to the definition of poor people and might imply why this makes a difference.

e.g. not all poor people have nothing.

Level 2 (3–4 marks): Reasonable Response

Attempt to explain why the definition makes a difference, with some reference to the debate about internet access OR a better explanation which does not make direct reference to the internet.

e.g. People with nothing really can’t afford the internet. People with not enough might be able to afford it.

Level 3 (5–6 marks): Strong Response

Convincing explanation of why a definition of poor people makes a difference to the debate about the internet.

e.g. If poor people are only people who have nothing, einar_norseman is right, the internet is too expensive to help them. But if poor people just don’t have enough, the internet might help them to get more. So einar_norseman would be wrong.

Exemplar candidates answers to Q1 (c)

Basic Response

It makes a difference because people who have nothing means that they can’t even afford their basic needs for example food, water, clothes etc. And people who don’t have enough means that they lack of something, they have it but not enough. For example clean water, they haven’t got enough clean water, they just have some sometimes.

Reasonable Response

If we are talking about people with nothing then to be honest they probably are more worried about getting food on the table. However, if it is people without much money then they would probably love to have a computer with internet.

Strong Response

Because if poor people means people who don’t have enough, it means that they have something and they can sacrifice that something to have access to the internet and then the internet may help them to make money. But if it is that poor people are people that have nothing then they cannot even have the possibility to use the internet so there is no way that the internet can help these kind of people.

- 2 (a) **How useful is dembe's example about people in Madagascar in deciding whether the internet will help reduce poverty? Explain your answer and suggest what else you would need to know.** [6]

It is not very useful because it does not give us any information about what the people are using the internet for, whether it helps them to make any more money, or whether the time they spend travelling would be better spent working. But it is useful to the extent that it demonstrates that there is a demand for the internet, and perhaps a need for better internet access. We would need to know what people are using the internet for, and how many people would use it / be able to pay for it if provision were better.

Mark according to levels of response.

0 marks – no creditworthy response

Level 1 (1–2 marks): Basic Response

Comment relating to Dembe's example which might imply whether it is useful or not, possibly accompanied by an unfocused suggestion of what else we would need to know.

Level 2 (3–4 marks): Reasonable Response

Attempt to explain why Dembe's example is (not) very useful in deciding what to think with some suggestion of what else we would need to know to make this judgements.

Level 3 (5–6 marks): Strong Response

Convincing explanation why Dembe's example is (not) very useful in deciding what to think, with at least one strong suggestion of what else we would need to know to make this judgement.

- (b) **India is trying to reduce poverty by ensuring that one young person in each village is able to use the internet. Give two pieces of information you would need to help you decide whether this is working and explain how each would help you decide.** [6]

Mark according to levels of response:

0 marks – no creditworthy material.

Level 1 (1–2 marks): Basic Response

Answer which might suggest (vaguely or obliquely) what information would be useful but these suggestions are unfocused or are unlikely to be helpful in making a decision about whether the internet is likely to reduce poverty).

Award a maximum of two marks for two unsupported relevant pieces of information.

Level 2 (3–4 marks): Reasonable Response

Answer suggests what information would be useful with some focus on how it might help make a decision about whether or not the internet is likely to reduce poverty.

Level 3 (5–6 marks): Strong Response

Considered answer which suggests precisely relevant information useful in helping to make a decision about whether or not the internet is likely to reduce poverty.

Exemplar candidate answers to Qs 2 (a) and (b).

Basic Response

- (a) *Dembe said that some people need to travel to get to the place with internet access, I think it's really useful because it's not convenient for the people, so that that government can help maybe to build libraries so that people can use there.*
- (b) *How many people are in each village, ask them if they are free to use.*

Reasonable Response

- (a) *People need to travel for hours for access to internet, which means they may not use it because for the inconvenience. This means the internet access is useless for some people. I need to know how are the people populated and try to suggest placing computers in the area which is most densely populated to reduce travel time of some people. Increasing the number of computers is also effective but may cost more.*
- (b) *How is the government planning to let the young person use the internet, and how should this reduce poverty. If the government do not have a plan, they are likely to fail because the young people from different villages may spend time playing instead of being productive.*

Strong Response

- (a) *Dembe's example suggest that internet is not easily available in poorer countries therefore may not be very beneficial to the poor. However, it also suggest that people make use of the internet if they are travelling long distances to use it. it doesn't however say whether it is the poor who travel these long distances and whether they use it at all. Therefore Dembe's example is not very useful.*
- (b) *You would need to know, firstly and most importantly, whether there is one young person in each village, who is able to read and write. Furthermore you would then need to know the approximate cost of enabling internet access and electricity for each village, and whether India has the economy to pay for this, as the costs would surely be enormous.*

3 Whose argument is most convincing – that of kwame77 or dave_sunlord's?

In your answer you should

- consider the claims they make;
- consider possible consequences;
- use examples of words and phrases from their web visitors' comments to support your point of view. [18]

Mark according to levels of response

Level 0: no creditworthy material.

Level 1 (1–6 marks): Basic Response

Opinion about which is more convincing followed by paraphrase of or (dis)agreement with the text OR undeveloped comparison which may hint at an evaluative point OR stock, pre-learned phrases which are not well applied to these particular arguments.

e.g. kwame77 is more convincing because he gives reasons why the internet can help people out of poverty. dave_sunlord isn't convincing because the internet is never going to be free.

Level 2 (7–12 marks): Reasonable Response

Conclusion about which argument is more convincing supported by justified agreement or disagreement with the argument and/or some evaluative comment relating to the quality of these particular arguments which might offer some support to a conclusion about which is most convincing.

e.g. kwame77 is more convincing because he gives good reasons why the internet can help people. It is likely that a consequence of using the weather forecast is that you will plan better, perhaps avoid wind damage. dave_sunlord is not convincing because he talks about extreme consequences.

Level 3 (13–18 marks): Strong Response

A structured response which uses evaluation of the quality of these particular arguments to support a conclusion about how convincing they are.

e.g. kwame77 is more convincing because his claims are reasonable and it makes sense to say that investing in a tool can help improve productivity. His claim that craftswomen in Nairobi can sell directly to people in New York really does mean that they can make more money – without the internet people in New York wouldn't even know about the people in Nairobi. dave_sunlord is not at all convincing because his claims are exaggerated and he talks about extreme consequences. Just because old technology is getting cheaper doesn't mean it will soon be free.

Exemplar candidate part answers to Q3.**Basic Response**

I think kwame 77 is more convincing because he said about how internet can help the different people in different ways. Web visitor think that it will help to improve the economy of the place. Although dave_sunlord's is also very convincing, but I think kwame 77's is more powerful and he said it will help the people in the country. [This was a complete answer.]

Reasonable Response

I think dave_sunlord's comment is more convincing. Kwame 77 claims farmers can see the weather forecast, but it can be done with the radio. Craftwomen can not really sell to New York because they need to mail it which may not be safe ... On the other hand, dave_sunlord's comment ... provided real evidence of free and paid educational materials, suggested realistic ways of reducing poverty. [This is part of the answer.]

Strong Response

I think kwame 77's argument is more convincing as kwame 77 considers what could happen if all went to plan rather than insisting it will dave_sunlord claims that 'internet will end poverty' as if it is the only thing needed to end poverty; that internet by itself will end poverty is very unlikely. dave_sunlord seems to argue that poor people will use anything free, even if it is unreliable, and that this will help education seems contradictory ... kwame 77's opinion that by putting people halfway across the world from each other in direct contact more business can be done seems correct, but he does not ensure his claim that, 'this all means that people should make more money.' Both have flaws but kwame 77 is more realistic. [This is part of the answer.]

4 Do you think that poor countries with limited resources should invest a lot of money in the internet?

In your answer you should:

- **give reasons for your opinion;**
- **show that you have considered different points of view;**
- **explain why you disagreed with some of these points of view. [18]**

Mark according to levels of response:

Level 0: no creditworthy material.

Level 1 (1–6 marks): Basic Response

May be undeveloped and / or inconclusive. Tends to use statement and exaggeration rather than reasoning, and there is very little support for a conclusion / opinion if given. Mentions alternative perspectives only vaguely or in a confused way. May simply repeat much of the stimulus material without adaptation.

Level 2 (7–12 marks): Reasonable Response

Provides reasoning which gives some logical support to the clearly stated conclusion / opinion. There may be occasional exaggeration. Attempts to consider alternative opinions (which may not be fully relevant) and explain why these were not accepted (although this may be a simple disagreement or only a partial answer).

Level 3 (13–18 marks): Strong Response

Clear and structured. Provides reasoning giving strong logical support to the candidate's conclusion / opinion, which may be nuanced and/or suggest middle ground between different options. Considers relevant alternative points of view and explains why these were not accepted in a way which really answers points raised.

Exemplar candidates part answers to Q4

Basic Response

Yes I do think that poor countries with limited resources should invest a lot of their money in the internet because the internet would basically help people get money. ... but sometime the internet can ruin your whole life. It can turn your life upside down if you do not use it in the right way. [This is part of the answer.]

Reasonable Response

I think that investing in internet technology for all the country could be really useful ... but in my point of view, I think what comes first is the health and good education of the country which is also requiring huge help from the government in most countries so I agree with 'how can internet technology help people who cannot afford to buy food or shelter or health care' said by einar_norseman. In my opinion, countries should start from this point by helping develop health and education ... as kwame 77 said, 'the internet can possibly reduce poverty' but he is not sure, so it is best not to put everything into it. [This is part of the answer.]

Strong Response

Poor countries should not invest heavily in technology because the money could be put to better use, such as education. Giving computers to poor people will only burden them more because they will have to pay monthly for a connection. Although a country will need internet access, I believe this should be done through mobile internet cafes to cater for those who need it ... The populations' health needs can not be sacrificed to the needs of a few who want internet access. [This is part of the answer.]

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