Teacher Guide

Cambridge IGCSE® and Cambridge O Level Global Perspectives

0457 and 2069

For examination from 2018

Contents

Introduction

Getting started with Cambridge IGCSE/O Level Global Perspectives

The purpose of this Teacher Guide is to help teachers of Cambridge IGCSE and O Level Global Perspectives deliver their course with confidence. Confident teachers will enable their learners to be successful in achieving the assessment objectives of this qualification as stated in the syllabus. As well as the appropriate syllabus (0457/2069) available from http://teachers.cie.org.uk, this teaching guide can be used in conjunction with the Scheme of work and the resource list to help teachers deliver global perspectives at this level.

- The **Scheme of work** gives ideas for teaching and learning activities to develop the necessary skills required to be successful in this and other courses and for life-long learning.

- The **Resource List** gives teachers and learners ideas for accessing materials for use in class and for individual and team work.

Schedule of skills development

Skills development forms the basis of the Cambridge IGCSE and O Level Global Perspectives syllabuses. Although topics are given in the syllabus for each of the three components, the main focus of teaching and learning should be the development of the skills identified within the syllabus, activities for which are provided in the Scheme of work. It is up to teachers to decide the most appropriate route through the course according to their learners' needs and the context they are working in. Some skills will be necessary for all three components and some will be more relevant to specific components. The Scheme of work gives suggestions for the development of skills relevant to each assessment component.

Choice of topics

During their study of Cambridge IGCSE/O Level Global Perspectives, learners carry out activities to practise and develop the following skills in relation to the synthesis of information, ideas and argument:

- planning
- collecting
- summarising
- questioning perspectives
- reflecting on perspectives, issues and outcomes
- presenting/acting on perspectives, issues and outcomes.

For each of the three components, teachers and learners use the specified topics as a focus for the development of skills as exemplified in the Scheme of work.
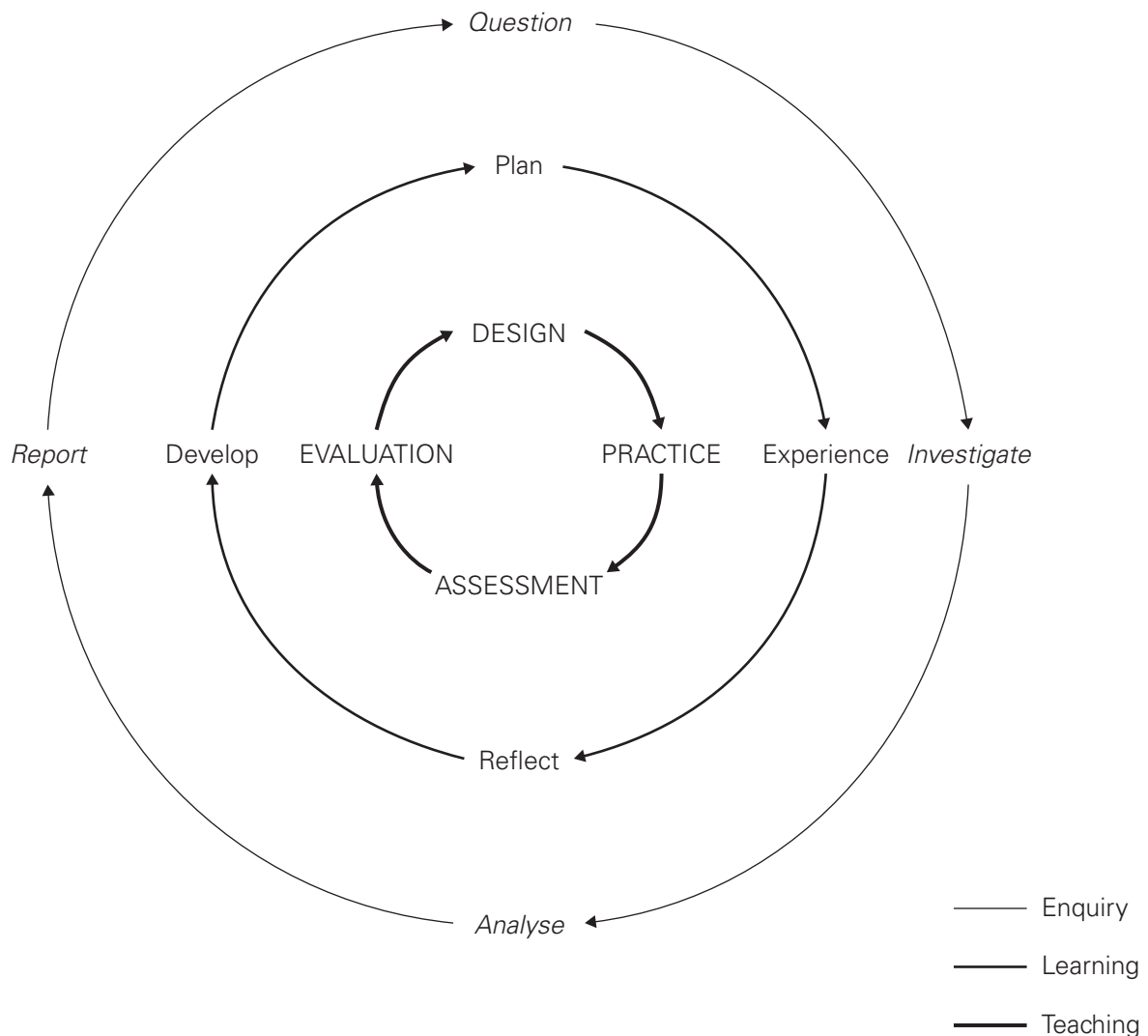
Planning and teaching

Planning the course

Teachers can work with their learners and with colleagues to plan their course. Learners can suggest the topics that interest them or websites they have found that are of particular use for developing skills through the use of the global topics.

The teaching and learning cycle: design, practice, assessment, evaluation

When designing their course, Kolb's experiential learning cycle is a useful design model for teachers.

Kolb's learning cycle matched to teaching, learning and enquiry

Source: adapted from Kolb, D. A., 1994. *Experiential Learning: experience as the source of learning and development*. Englewood Cliffs, Prentice Hall.

Design is different from planning as it requires teachers to work together to think ahead to create a learning programme that takes into account learners' needs, teachers' interests and available resources.

Practice involves using a variety of teaching and learning strategies to achieve set learning aims and objectives. As well as assessment objectives, practice will include designing lessons to meet lesson objectives which will focus on the development of skills as exemplified in the Scheme of work.

Assessment during lessons and while learners are developing their skills will be formative. Teachers will give feedback to facilitate the development of skills within the chosen topic area. Peer and self-assessment are also good practice and will create more independent learners who are able to motivate and challenge themselves and others. Ideas for facilitating peer and self-assessment are available in the Scheme of work. From the information gained from formative assessment, teachers can continue to plan lessons to meet their learners' needs more effectively. This should enable learners to achieve the best they are capable of, in the Cambridge IGCSE/O Level examination components.

Evaluation includes considering the information gained from assessment, feedback from colleagues and observers, information from learners and their parents, contacts with other learning establishments and self-evaluation. The main aim of evaluation is the improvement of learning. The best teachers are often the best learners. The more frequently teachers learn through evaluation, the more their learners' needs will be met and the more successful learners will become.

Teaching and learning strategies

As the focus of this course is the development of skills, a constructivist approach (active learning) to teaching and learning is recommended. Although there may be times when teachers need to present an idea or concept to learners, the majority of the teacher's time will be spent facilitating activities, becoming less of an instructor and more of a learning mentor. In this way, learners take responsibility for their own learning, develop the necessary skills with the help of their peers and the teacher, and will be more readily prepared for the assessment components and further study.

Lesson planning and delivery

When planning lessons, teachers should start by identifying the learning objective(s) of the lesson. They will then need to design an activity (or activities) that enables learners to meet the objective(s). They may do this in conjunction with learners seeking to achieve their objectives. Monitoring learners while they participate in teaching and learning activities will enable teachers to identify which skills need further development and give the necessary guidance to individual learners or groups of learners.

Teacher role during teaching

During lessons, teachers will want to do the following:

- make sure learners know what they are expected to do in lessons as well as for the syllabus assessment components

- create opportunities for learners to develop the skills as suggested in the Scheme of work

- create opportunities for learners to work together on interesting projects, one of which will be a Team Project for Component 3 as stated in the syllabus

- use formative assessment to give feedback and move learners forward

- create opportunities for learners to work individually, planning, researching, analysing, summarising, reflecting, etc. in readiness for completing the Individual Report for Component 2 as stated in the syllabus;

- make sure learners are prepared for Component 1 Written Examination as stated in the syllabus

- ask questions that require learners to think and to use their skills, and answer learners' questions

- provide deadlines, help learners to set short-term goals, and manage their progress

- facilitate learning by making sure that equipment, rooms and internet access are available

- encourage, support, guide and motivate learners.

Teacher role during assessment components

The teacher's roles when learners are preparing for their Individual Report and their Team Project are different to their teaching roles and these appear in the syllabus (7. Description of components).

Learners will need direct support to help them to:

- understand what they have to do

- understand what the assessment criteria mean and how they might demonstrate them in their work

- understand the role of the teacher while they are working individually and in their team

- develop the necessary skills as detailed in the Scheme of work

- understand the meaning and significance of plagiarism and how to avoid it, as detailed below.

Please note that the teacher should guide and monitor learners' progress in completing both the Individual Report and the Team Project, but teachers should not annotate or correct draft work or completed reports and projects for submission to Cambridge.

Use of resources

The Resources list gives teachers links to websites where they can access teaching and learning activities, ideas for collaboration and team projects and information specific to the topics specified in the syllabus. Many of the websites listed under a specific global topic area also provide links to useful information for other global topic areas. As well as the Resources list and the Scheme of work, teachers have access to the following:

- Teacher Support, our secure online support for Cambridge teachers, available at: http://teachers.cie.org.uk

Cambridge Global Perspectives Online Learning Area

The Global Perspectives Online Learning Area provides online course content and a space for teachers and learners to build online communities where they can share resources and work with other schools. It has recently been updated to improve the navigation, adapt dynamically on tablet devices and provide more support for those studying Global Perspectives courses with additional areas for further guidance. The platform is a helpful additional resource for all Cambridge Global Perspectives teachers and learners.

Why should teachers and learners use the Online Learning Area?

It provides:

Full online structured courses

- IGCSE and AS Level

- Complete courses with online guidance, multimedia and activities

- Each centre can customise and adapt these to their needs

- Will have an A2 interactive learner guide and revised IGCSE and O Level course materials for first examination in 2018.

Personal journals

- Online journal to reflect on learning throughout the course

- Encourages higher level thinking

- Continuous feedback and reflection

- Further publish your journal to gather feedback – encouraging even more peer support.

Collaboration

- With forum discussions there are collaboration opportunities with centre based groups, within learners' own class groups and in topic based groups

- Learners can create their own individual groups for a project – offering dissemination of questionnaires, collaboration and share project pages

- See more and ask questions in the 'Collaboration' section online.

ePortfolios

- Feature to gather together and share research, collaboration, communication and demonstrate reflection

- Learners can share ePortfolios for further reflection and improvement.

- See more and ask questions in the 'ePortfolio' section online

How can centres get access?

Complete the online form at http://www.cie.org.uk/registergp or send an email to info@cie.org.uk with the subject 'Global Perspectives Learning Area'.

If you already have a password then please log in direct to:
http://learning.cie.org.uk/professionaldevelopment/login/index.php

Assessment guidance

It is important that teachers and learners are familiar with the sample materials and assessment criteria for the syllabus (0457 or 2069) which are available on Teacher Support and in the syllabus.

Component 1 Written Examination

The Written Examination assesses the skills of assessment objective (AO1): Research, analysis and evaluation, as stated in the syllabus.

Source material

The Written Examination is based on source material related to one of the eight topics listed in the syllabus for this component. There are typically three or four sources, and time is allocated in the examination for reading the source material.

Questions

There are four questions in total and the first three of these have sub-questions of both short answer and more extended response types. Question 4 is an extended answer question. Each question requires studying source material. The questions become progressively more challenging as the paper progresses. Short questions might ask learners to identify a specific piece of information, for example a fact, opinion, prediction or value judgement (these terms are explained in the glossary at the end of this teacher guide). Longer questions ask learners to develop a line of reasoning to support an argument or perspective. This means that learners link ideas together in a coherent manner in order to respond to the question asked. Learners might be asked to compare two arguments to judge which they think is the most convincing, or to respond to an open-ended question. Open-ended questions might ask learners to give their opinion and reasoning, or to look at a global issue from different perspectives and use the materials in the sources to support their response. Learners are not required to use previous knowledge of a global topic or issue in order to answer the questions in this component.

Teachers can prepare learners for answering the type of questions in the Written Examination by using activities in the Scheme of work and past papers.

Component 2 Individual Report

Learners should be given opportunities in lessons to develop the necessary skills required to demonstrate the assessment criteria for this component as shown in the syllabus (mark weighting allocations to each AO are listed at the top of the component description). Opportunities for developing these skills are available in the Scheme of work. It is up to teachers to decide when in the course learners produce their Individual Report for assessment. For example, during the two year Cambridge IGCSE course, the teacher might decide that learners are ready to complete their Individual Report during Term 2 of the second year. Sharing the assessment criteria with learners is good practice, and the teacher should make sure that learners understand what they need to do to achieve at each level for each of the assessment criteria.

Individual Report

For the Individual Report (IR) learners choose a topic from the eight topics given in the syllabus, and formulate a global question which they try to answer. They research their topic to identify the issues, and analyse the causes and consequences of these issues. They suggest possible courses of action to prevent

the identified consequences. Within their IR, learners are expected to research and present arguments and evidence from different perspectives (global, national and local) and viewpoints within those perspectives (e.g. scientists, politicians, farmers, teachers), to use sources, and evaluate the quality of these sources in relation to the arguments presented as well as their question. When they have done their research and considered their question from different perspectives, learners answer their question giving their own viewpoint based on the evidence gathered. The preparation, research and writing of the IR should be completed independently in school time and in a learner's own time. It need not be done under examination conditions, but teachers should monitor progress, giving guidance and support throughout the process. The assessment objectives can be found in the syllabus. When preparing for the IR, it is important that learners understand how their work will be assessed. Learners will be assessed for the clarity of their arguments and the structure of the IR in addition to assessing research, analysis and evaluation.

Structure of the Individual Report

When guiding learners in producing their IR, teachers should help with the structure of the work. The IR should be based upon the traditional structure of:

1. Title (as a question)
2. Introduction
3. Content
4. Conclusion

Before starting their IR, learners should be encouraged to think about the following:

- Which of the topics and global issues from the choice of eight are of most interest to me?
- Am I able to formulate a global question that can be answered from consideration of different perspectives?
- Am I able to find relevant sources of information from different perspectives on the internet and elsewhere?
- Can I analyse information from different sources, identify causes and consequences of issues and propose appropriate courses of action?
- Can I evaluate sources of information found on the internet and elsewhere?
- Do I have the confidence to write the amount needed or do I need more practice?

Choice of topic

- A topic is a general subject or field of enquiry that has global relevance and there are eight topics to choose from for the IR.
- An issue is usually a concern or matter within a topic that causes controversy, disagreement or hardship, has causes and consequences, and is usually a problem which can be solved with different courses of action. Within a global topic, an issue goes beyond a local or national context.

When thinking about their question, learners should consider whether there is a topic or global issue that interests them within the list of topics for the IR. They should also be advised to consider whether there are enough sources of information available for them to answer their global question from different perspectives and viewpoints.

Developing a global question

The title of the IR should be a global research question the learner will answer. It should be focused on a relevant global topic, with different perspectives clearly apparent. The question should not be too broad and should be manageable within the word count stated in the syllabus. A good way of getting learners to think about their question is to ask them the following:

- Is it global?

- Is it focused on different perspectives?

- Is it clear and concise?

- Does it have a manageable scope?

Teachers should give learners examples of questions to help them formulate their own. Each learner should have a different global question for their IR even if they use the same broad topic area.

Examples of Individual Research titles

- Should there be surveillance of the internet by governments to prevent global terrorism?

- Is species invasion the main threat to global biodiversity?

- Should global population growth be restricted?

- Is the continued existence of the Amazonian rainforest important?

- Are global influences affecting family life?

- Has global use of the internet changed the way we communicate?

- Do belief systems influence society globally?

- Is sustainable living important globally?

Designing the research

The main task in the research for the IR should be to gather enough information and data to allow learners to:

- research and analyse information from different perspectives

- analyse the causes and consequences of issues relevant to the global question

- propose course(s) of action

- evaluate sources of information to support arguments made.

When concluding their IR, learners should justify their own personal perspective in answer to the question using evidence and reasoning.

Perspectives

Perspectives for Cambridge IGCSE/O Level Global Perspectives refer to global, local and/or national viewpoints, as well as personal perspectives. Teachers should encourage learners to look at the issues stemming from their question, considering the causes and consequences, and possible course(s) of action from the different perspectives. Using the evidence from their research, learners then give their own perspective to answer the question they asked.

Analysis

After learners have formulated their global research question, they analyse information from different perspectives to identify issues relevant to their question.

Issues – their causes and consequences

Learners then analyse these issues to find their causes and consequences. They consider what can be done about these issues and their consequences, if anything. Learners should choose a few issues and cover these in depth rather than choosing many issues. If possible, learners should also compare and contrast causes and consequences of the different issues identified.

Courses of action

Learners should suggest a way, or possible ways, forward. 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 for change put forward by the learner to be entirely successful as long as they have been formulated and developed in a logical way.

Selection of sources

When guiding learners about using sources within their IR, the following questions will help:

- Is the source convincing? Why?

- What is the perspective of the source on the issue?

- How well does the source support the perspective or argument?

- How useful is the source for the IR?

- Has the source provided new information and evidence to add to the argument?

- Has anything new been learnt from the source?

- Have citations and references been used and are they in a consistent format?

Learners are expected to evaluate a range of appropriate sources of information to support the arguments they make when attempting to answer their question.

Drawing conclusions

At the design and planning stage, learners formulated a question as a title for their IR. In the conclusion to their IR, they should answer their question. The conclusion should be clear and concise and give the learner's personal perspective after consideration of the evidence presented in the main body of their work. The conclusion is where learners reflect on the impact of their research on their personal perspective(s). They should justify their personal perspective using evidence from their research. Learners should make direct links between the conclusion they draw and the evidence contained in their report.

Writing the Individual Report

When learners have done all the planning for their IR, they can start to write it. The teacher should be satisfied that there is a focused global question, that sufficient research has been undertaken, and information has been analysed from different perspectives. Learners should have analysed causes and consequences of the issues, proposed course(s) of action and evaluated the sources they have used to make their arguments. Sources should have been selected, accurately cited and referenced. The actual writing of the IR is the final step and the presentation of all the work that has been done. Teachers can give guidance on how learners should organise their IR. One suggestion is as follows:

1. Question as title

2. Introduction

3. Issue, analysis (causes and consequences), perspectives, course of action

4. Issue, analysis (causes and consequences), perspectives, course of action

5. Evaluation of sources of information to support arguments

6. Conclusion

7. Reflection

The IR should be coherent and clearly structured, with arguments, evidence and perspectives presented clearly. Learners are expected to use sources and information to provide evidence for the arguments presented, and to support their conclusion answering their question. In their planning, learners should select the information and sources they are going to use and could write the strengths and weaknesses of each. They should try to use different types of sources, for example graphs, tables and diagrams and must refer to these in the body of their work. They must cite and reference all sources used, and when quoting directly, they must use quotation marks and avoid quoting extensively. Quotes count towards the word count. Learners' own words are preferable. When selecting sources, advise learners to find a range to add depth to their work. These should come from different perspectives, for example, how China views the use of fossil fuels in comparison to Denmark or the United Kingdom, and different viewpoints such as those of scientists or doctors, and not just be information about other countries.

Please make sure that learners follow the guidance given in the syllabus about word count and format and that they understand the assessment criteria.

Component 3 Team Project

For Component 3, learners work in a team to identify **one** issue from a relevant global topic area (from the list in the syllabus for Component 3) and produce **one** outcome to achieve the single aim of the Team Project, which the team decide on in their planning stage. Different teams should do varied projects by having alternative aims even if they choose the same broad topic area.

Before starting their Team Project, teams should consider the following:

- What topic area have we chosen and why?

- What do we hope to achieve by carrying out this Team Project and what is our proposed Outcome?

- 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 Team Project?

- What do we need to do/find out to achieve this Outcome?

- Who is going to do what and when?

- Does our Team Project have enough scope for every group member to play a full part in the group work?

- Is the workload manageable within the timeframe we have?

- What plans do we have for gathering different cultural perspectives?

- How can we show the different cultural perspectives in our Outcome and Explanation in order to meet the aim of our Team Project?

Learners submit two pieces of work: a Team Element and an Individual Element. Teamwork is the ability to work together towards the project aim.

Team Element

Each team should identify a project aim and produce one Outcome to achieve this aim. They also write an Explanation which includes the project aim, a brief description of their Outcome and an Explanation of how research into different cultural perspectives has informed or supports their Outcome. The Outcome and Explanation should communicate exploration of a different cultural perspective or perspectives to the learners' own. Project aims could be to promote a concern, raise awareness or solve an issue, etc. Please note that the Outcome must be practical, and that broadening the team/an individual's own knowledge of an issue by way of a report or website, etc. does not meet the requirement of this component. Only **one** Outcome should be produced. For example, if a group is carrying out an investigation into 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 is a television or newspaper advertising campaign.

Outcome and Explanation

Different cultural perspectives to the learners' own should ideally be communicated in the Outcome and Explanation. Cultural perspectives can include perspectives from people from other countries who believe in different things and/or have a different world view, and perspectives from different cultures within the same country, for example religious or ethnic differences. It is expected that learners will undertake some primary research and interact with people from different cultures rather than simply researching information about different cultures. Part of the explanation might report on the findings from primary research, but there is not the space within the word count to include completed questionnaires. Findings should, however, be shown in the Outcome as assessment focuses on communicating different cultural perspectives to meet the project aim.

Collaborative ability

The teacher will decide how well the team works together while completing the Team Project. This includes agreeing on the project aim and planning and preparing the Outcome and Explanation. Each member of the team is given the same mark for constructive participation so it is up to the teacher to stress the importance of team work; collaboration and cooperation. Activities to develop these skills can be found in the Scheme of work. It would be useful for the teacher to monitor the team's progress by completing a record sheet so that a suitable mark can be arrived at, but this is not a requirement. The monitoring of individuals within the team can also help support the mark awarded for the team.

'Basic' teamwork involves the team choosing an aim and deciding who is going to do what. The team may be more organised at the start or end of the project. Where teams work together throughout the process in a sensible way and get to where they want to be, teamwork can be considered 'sound'. Where a team considers the best way of achieving what they are going to do, for example, by playing to the strengths of individual team members, considering reasons for roles and having a strong strategy for achieving their project aim, 'effective' teamwork is probably in evidence. The teacher will need to consider how effective the team work together throughout the project when awarding a mark for collaborative ability.

Individual Element

Reflective Paper

Research, analysis and evaluation

The Reflective Paper is written as an independent piece of work once the Outcome and Explanation have been completed. Within the Reflective Paper, there should be analysis and evaluation of the strengths and limitations of the Outcome in achieving the project aim. The Reflective Paper also includes analysis and evaluation of the strengths and limitations of the learner's own work processes (whether they did what they said they were going to do and how well they did it or not), with suggestions for improvements

to both the learner's own work processes and the Outcome. It is important to note that strengths and weaknesses should be evaluated in a balanced way, ideally considering a roughly equal number of strengths and weaknesses. This is the case for evaluation of the Outcome and the learner's own work process (AO1 research, analysis and evaluation) and their own performance as a team member (AO2 reflection).

Reflection

Within the Reflective Paper, the learner should also reflect on the benefits and challenges of working as a team, the strengths and weaknesses of their own performance as a team member and what has been learned about different cultural perspectives, in addition to their own overall personal learning from the project. The Reflective Paper should be coherent and clearly structured with personal research findings presented clearly. Learners should ensure that their reflective paper refers explicitly to the team element, making clear connections between how they and their team as a whole performed. Where sources have been used, these should be cited and referenced appropriately and consistently. Please avoid use of a template and encourage learners to write reflectively. Suggested activities in the Scheme of work help to develop this skill.

Avoiding plagiarism

All work submitted must be a learner's own work, or in the case of the Team Element of the Team Project, the work of the group of learners. Learners should be taught how to select relevant source material, use citations and quotes and reference these in a reference list at the end of the work. Citations and references should be full and complete and in a consistent format as required by the assessment criteria for the Individual Report and the Personal Element of the Team Project. Cutting and pasting another person's work is plagiarism and is strictly forbidden. This includes cutting and pasting from websites. Candidates will need to sign a declaration statement indicating that the Individual Report and the Personal Element of the Team 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 as laid out in the syllabus have been observed. This declaration must accompany the submission of candidate's work.

Cambridge uses plagiarism detection software to verify the learner's work. Where the work is found to be copied from other sources without citation it will be automatically investigated for malpractice.

Administration and forms

Cambridge provides an Administration Guide for each examination series which can be accessed from Teacher Support on the relevant syllabus page. Please make sure that teachers refer to the most up-to-date version and submit all the required work and documentation by the deadline date as stated.

Glossary of key terms

Analysis: Breaking down of a global topic into issues and exploring the causes of issues.

Argument: A line of reasoning given to support an idea, action, perspective or issue.

Assessment: Formative assessment enables the teacher to assess progress against learning objectives and give feedback to move learners on. Summative assessment (Written Examination, Individual Report and Team Project for Cambridge IGCSE/O Level Global Perspectives) measures achievement against assessment criteria.

Bias: Unfairly prejudiced for or against something or someone.

Cause: Responsible for making something happen.

Citation: A quotation from or reference to a book or author.

Claim: To state or assert that something is true.

Collaboration: When two or more individuals work together to solve a problem.

Consequence: A result or effect of something.

Constructivist: (Active) methods of learning in which the learner is actively engaged in skills' development (see Scheme of work).

Course of action: An action or solution to an issue/problem.

Empathy: The ability to understand and share the feelings of another.

Evaluation: An appraisal of something to determine its worth/effectiveness for purpose.

Evidence: The available facts or information indicating whether something is true or valid.

Fact: Something that is known or can be proved to be true.

Global: Relating to the whole world.

Issue: An important topic or problem for debate or discussion.

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 deliver learning activities to meet these needs.

Local: Related to a particular area or neighbourhood.

National: Related to a particular country/common to a whole nation.

Opinion: A view or judgement formed about something, not based on fact or knowledge.

Outcome: The final product following a period of collaboration to achieve the project aim(s).

Personal: Relating to self rather than anyone else.

Perspective: A particular attitude towards or way of regarding something.

Point of view: A particular attitude, perspective or way of looking at an issue.

Prediction: What someone thinks will happen in the future.

Processes: Ways of working.

Reasoning: Thinking about something in a logical, coherent way.

References: Citation or quotation of a source of information reproduced in a report.

Reflection: Thinking about or considering something in depth.

Reliability: The extent to which an experiment, test, or measuring procedure gets the same results every time.

Trend: A general direction in which something is developing or changing.

Validity: The extent that an experiment or test measures what it is supposed to measure.

Value judgement: An assessment of something as good or bad in terms of someone's standards or priorities.

Vested interest: A personal reason for involvement in an undertaking or situation, especially expecting financial or some other gain.

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