

Coursework Handbook

**Cambridge IGCSE™**  
**Global Perspectives 0457**

Cambridge O Level  
Global Perspectives 2069

For examination from 2018



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## Introduction

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The intention of this handbook is to provide guidance for teachers who will be completing and submitting the Team Project and Individual Report components of Cambridge IGCSE and O Level Global Perspectives. This handbook should be used together with the syllabus and provides additional guidance.

**Sections 1 to 6:** provide guidance on the requirements and delivery of The Team Project.

**Section 7:** provides guidance on the requirements and delivery of the Individual Report.

The Team Project (Component 3) is marked by the teacher. Each centre then sends a sample of their marking to Cambridge for moderation. . The other components: the Written Examination (Component 1) and the Individual Report (Component 2) are both marked by Cambridge. The choice of topic in the Individual Report rests with the learner so to ensure that learners have access to the full mark range for Component 2, the teacher will need to provide guidance on the learner's decision. Section 7 of this handbook therefore offers specific advice about this.

The Team Project makes up 35% of the total weighting of summative assessment for IGCSE/O Level Global Perspectives (see Figure 1). It is therefore important that teachers know and understand:

- how learners should complete a Team Project
- how teachers should assess their learners' Team Projects
- what teachers should submit to Cambridge for external moderation.

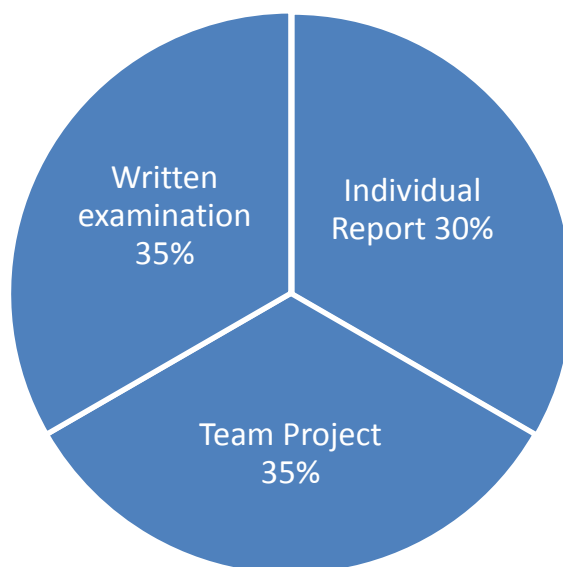


Figure 1: IGCSE Global Perspectives weightings

## Section 1: The Team Project

For the Team Project, there are two elements:

- **The Team Element:** The Outcome and Explanation (up to 10 marks)
- **The Personal Element:** The Reflective Paper (up to 60 marks)

Taking the Team Element first, we can see that the assessment breaks down as follows:

Number	Description	Outcome and Explanation	Marks available
AO3	Communication	Different cultural perspectives clearly and fully communicated in the Outcome and Explanation	4
AO3	Collaboration	Activity and commitment of team members throughout the process  Evidence of effective teamwork throughout the process  Working as a team in the Team Project as detailed in Section 1.3.2 of this handbook	6

Some ideas for activities to develop these skills are provided in Section 2.2 of this handbook.

### 1.1 Process for the Team Project

For this component, learners work collaboratively in teams of two to five members to plan and carry out a project. The project should follow the process outlined below:

- (1) The team chooses a topic from the eight topics outlined in the syllabus.
- (2) The team explores different issues within the topic and decides on an issue that they would like to focus the project upon.
- (3) The team researches different cultural perspectives on the issue. These can be perspectives from people in different countries, or different groups within a country such as young/old, urban/rural, wealthy/poor, etc. This research can be primary (e.g. interviews/questionnaires) or secondary (internet or library research). Each member should keep a record and summary of the research they complete and present this in their Reflective Paper.
- (4) The team then draws on their research into different cultural perspectives on the issue in order to set an aim and plan a course of action to address the issue; for example to raise awareness about the issue, to educate people to change their behaviour, or to raise funds for a charity working to solve the issue.
- (5) The team decide on the best way to record and present the action they have completed. This will be their Outcome. If the team produced an artefact such as an information leaflet or poster, then this will be the Outcome. If the team planned an event such as a fundraiser, then the Outcome may be a series of photographs or a video of the event. If the action was a presentation to their class then the Outcome could be a copy of the presentation slides. If the action was to create a website then a hyperlink to the website could be submitted as the Outcome. The Outcome must communicate some of the different cultural perspectives researched by the team. This means that the Outcome must show clearly what different groups think about the issue.
- (6) The team should decide how they will evaluate how successful they have been in meeting their aim. For example, they may use a quiz or questionnaire after a presentation to measure how well they raised awareness. If they are raising money for a charity they could set a target and measure their success against this target.

- (7) The team collectively write the Explanation. This must explain the aim of the project, a description of the action undertaken by the team and recorded in the Outcome, and how the team's research into different cultural perspectives influenced the Outcome.
- (8) After completing their course of action and writing their Explanation, each team member individually reflects on and evaluates the process in their Reflective Paper. The Reflective Paper should also summarise the research the learner conducted into different cultural perspectives at the start of the process.

Throughout the process team members should be:

- meeting regularly
- setting targets and deadlines
- dividing and sharing work
- supporting each other with tasks
- keeping a personal log to refer to when writing their reflective paper.

Throughout the process, teachers should be observing teams and discussing the process with learners. At the end of the process, teachers will need to award the team a mark for collaboration. Teachers should take into account how well the team:

- coordinated and planned work
- divided tasks fairly and sensibly
- solved problems they faced
- resolved conflict
- encouraged and supported each other
- communicated positively with each other.

## 1.2 Choice of topic, aim and Outcome for the Team Project

### 1.2.1 Topic and issue

When choosing a topic for the Team Project, learners are restricted to eight topics. These are listed in the syllabus and repeated here for clarity:

- Conflict and peace
- Disease and health
- Human rights
- Language and communication
- Poverty and inequality
- Sport and recreation
- Tradition, culture and identity
- Water, food and agriculture

Learners must choose one of these topics for the Team Project and then focus on an issue within the topic chosen. The Team Project will involve the candidates working together to take an action to help improve, resolve, or raise awareness about the issue.

The topic chosen should be clearly stated on all the work produced. Learners within the same class but in different teams may choose the same global topic. The issue focused on, and the aim of the Team Project should be different for each team. For example, if the whole class has been working on the global topic of poverty and inequality, each team should choose a different issue within the topic, so one team might be looking at homelessness, another at gender inequality in education or employment, and another at food poverty, etc. Outcomes might be similar but the issue and aim should be different for each team.

It is very important that teachers monitor their learners' progress to ensure the issue chosen fits into one of the eight global topics, and that the project as a whole has an appropriate aim and Outcome, and enables learners to meet the assessment criteria as laid out in the syllabus.

### 1.2.2 Aim

Once learners have chosen their topic and issue, they must conduct research on the issue that includes exploring different cultural perspectives. Each candidate should keep detailed notes on the research they personally completed so that they can present this in their Reflective Paper.

The team then draw on this research to set a single aim to improve, resolve, or raise awareness about the issue. This aim should be practical and manageable. It is suggested that the Team Project should take approximately 20 hours to complete. At two hours per week, this amounts to a total of ten weeks from start to finish. This does not include the development of the skills needed as identified by the assessment objectives. (See Section 2 of this handbook for ideas on how to teach these.)

Bearing this in mind, teachers should advise learners not to attempt an angle so complex that they might struggle to finish in the available time.

Here are some examples of suitable project aims:

- (a) *'To raise awareness about ...'* choosing an issue within the topic, for example *'the importance of saving water'* or *'the disappearance of tradition and culture and how this impacts identity'*.
- (b) *'To promote the importance of ...'* for example, *'global food security'* or *'healthy eating taking into account cultural norms'*.
- (c) *'To encourage ...'* for example, *'helping the homeless within a local neighbourhood'* or *'supporting a charity providing accommodation for refugees'*.
- (d) *'To develop a solution to a problem ...'* for example, *'improving disabled access to a particular facility'*

Learners should be advised that there is no requirement to use a research question for the Team Project. Learners only need a research question as the title for their Individual Report. There is more about the Individual Report in Section 7 of this handbook.

### 1.2.3 Outcome

Once a team has decided on their project aim, they must draw on their research into different cultural perspectives to decide on an action or product that will allow them to achieve their aim. This will be the Outcome of the project.

For example, if a team has the stated aim of *reducing the amount of food wasted in their school*, they might decide that an appropriate Outcome for the project is a series of posters to be displayed around the school. The Outcome, like the aim, should be practical and manageable and must be something that learners actually do or produce.

The Outcome should be informed by or supported by what the team has learned about different cultural perspectives on the issue. For example, it will either influence the actual method and approach taken to any action, and/or form part of the actual content of the submitted record of that action.

Here are some examples of suitable project Outcomes:

- (a) a poster or series of posters
- (b) an information leaflet or brochure
- (c) an instructional/informative video
- (d) a song or poem, which learners perform live to be video recorded
- (e) a web page
- (f) a design, model or blueprint for a product or similar
- (g) a record of an event of some kind (e.g. fundraiser) (video footage or images or the event may be submitted as the Outcome)

Any video files submitted must be no longer than 15 minutes.

The Outcome itself is to be submitted for assessment with an accompanying Explanation. If the Outcome is a web page or takes some other electronic format, candidates must embed a link to the Outcome in their Explanation so that it can be viewed by both the teacher and the moderator.

Because each member of a team needs to evaluate the team's Outcome in terms of meeting the project aim, it is important that the team decide on a mechanism to gain feedback about their Outcome. The team can ask for feedback after they have shown the Outcome to peers, friends, teachers, family or to the audience for the presentation should they produce one. They could produce a short questionnaire, hold interviews or a pre-post event quiz depending on what the aim of the project was, for example, raising awareness or promoting the importance of something.

Since the evaluation of the project Outcome is marked on an individual basis, it will be up to individual team members to:

- analyse and evaluate any feedback gathered
- judge the strengths and limitations of the Outcome in achieving the project aim
- suggest where and how the Outcome might have been improved.

Learners should also keep a log of how successfully they felt the Outcome achieved the aim, so that when they come to write their Reflective Paper at the end of the Team Project, they can include their evaluation in their write-up.

### 1.3 The Team Element: Outcome and Explanation (AO3 Communication)

The team must produce an Explanation to accompany the Outcome of the Team Project. This is a team effort in that each team produces one Outcome and one Explanation. The teacher can award up to a total of 4 marks on the basis of the team's effectiveness in communicating different cultural perspectives in the Outcome and in the Explanation.

Up to a further 6 marks can be awarded on the basis of the team's ability to work together effectively to complete the project (collaboration). Although these are both within AO3, there are two separate mark schemes with level descriptors that teachers must use in marking the Outcome and Explanation. These can be found in Section 7 of the syllabus. The Explanation should be written on a Word document (so that word count can be verified) and must be no more than 300 words in total. Teachers should stop marking after 300 words.

The Explanation should include the following:

- the topic (from the list of eight in the syllabus) and the aim of the project
- a short description of the Outcome
- an explanation of how the team's exploration of different cultural perspectives has informed or supported the Outcome (how was information about different cultural perspectives used in the Outcome and/or how did what they learned about different cultural perspectives influence what they decided to do?)

The teacher should encourage learners to use sub-headings to ensure that they include all the necessary information to address the three bullet points. Sub-headings can always be removed before submission if there is a danger of the word count being exceeded.

The syllabus states that teams should comprise between two to five members. However, the optimum number is four as having this number will ensure that all members of the team can be fully engaged in carrying out the Team Project. Too many team members may mean there's not enough for everyone to do, whilst too few might mean that each member has too much to do.

As the Team Project is a team effort, it should not just be left to one learner to organise and write the Explanation and/or to produce the Outcome. Although not a requirement, it is good practice for teachers to do some preparatory work with learners about teamwork, decision-making, creativity and planning, which all fall under the umbrella of the skill of collaboration, which is one of the assessment objectives for Global Perspectives. The others are communication, research, analysis, evaluation and reflection.



### 1.3.1 Different cultural perspectives

Cultural perspectives can include perspectives from people from other countries who believe in different things and/or have a different world view, or perspectives drawn from different cultures within the same country, for example people from different religious groups, areas, social backgrounds (e.g. rich/poor) or age groups.

The Outcome must communicate different cultural perspectives on the issue (what people from different places/groups think about the issue) and the Explanation must say how research into different cultural perspectives has informed or supported the Outcome.

### 1.3.2 Collaboration (AO3 Collaboration)

Collaboration refers to the process of working together to achieve a shared goal. For this syllabus, the teacher awards up to 6 marks for how well the team work together to complete the Team Project.

When awarding the mark, the teacher should consider how well the team:

- coordinated and planned the work
- divided tasks fairly and sensibly
- solved problems they faced
- resolved conflict
- encouraged and supported each other
- communicated positively with each other.

The teacher's mark should be based upon observation of the team working together and information gathered from talking to team members both collectively and individually.

Each member of the team is given the same mark for collaboration. The mark must not be awarded for how much work any individual team member has undertaken, but rather for how well the team have worked together collectively. Therefore if one candidate from the team completed most of the work then the team should not achieve a high mark as they did not successfully collaborate together.

The collaboration mark should be based solely on how well the team have worked together during the process and should **not** be based on other factors such as:

- The product of the collaboration (what the team did or did not achieve)
- The Reflective Papers produced by the team

For example:

If the team work successfully together, communicate well with each other, coordinate their activities effectively, solve problems that they face during the project and resolve group conflict successfully but their final Outcome is not successful, they should still be awarded a high mark for collaboration despite the product of their collaboration being less successful.

Alternatively, if one member of the team completes most of the work and the team do not collaborate effectively throughout the process, but due to the work of the one team member the Outcome is a success, the team should be given a low mark for collaboration.

## 1.4 The Personal Element: the Reflective Paper

The Personal Element of the Team Project is The Reflective Paper. The Reflective Paper is a substantial piece of work which attracts most of the marks for the Team Project component (up to 60 marks in total). The Reflective Paper must not exceed 1000 words and it is unlikely that a learner will fulfil all the assessment criteria effectively in any less than 1000 words. The teacher must stop marking the Reflective Paper at 1000 words.

The assessment of the Personal Element (The Reflective Paper) breaks down as follows:

Number	Description	Reflective Paper	Marks available
AO1	Research, analysis and evaluation	<ul style="list-style-type: none"> <li>• Analysis and evaluation of strengths and limitations</li> <li>• Balance of strengths and limitations</li> <li>• Suggested improvements</li> </ul>	20
AO2	Reflection	<ul style="list-style-type: none"> <li>• Benefits and challenges of working as a team</li> <li>• Strengths and limitations of own performance as a team member</li> <li>• What has been learned about different cultural perspectives</li> <li>• Overall personal learning</li> </ul>	25
AO3	Collaboration Communication	<ul style="list-style-type: none"> <li>• Structure, cohesion and comprehensiveness of Reflective Paper</li> <li>• Clear and consistent presentation of key personal research findings</li> <li>• Connections between the team and personal elements are pertinent and clearly made</li> <li>• Citation and referencing of sources in a consistent format and complete</li> </ul>	25

There is an explanation of what each of these words (research, analysis, evaluation, reflection and communication) mean and some ideas for activities to develop these skills in Section 2 of this handbook.

## 1.5 The Reflective Paper: Project Outcome (AO1 Research, analysis and evaluation)

The completion of the Reflective Paper depends entirely on the production of a tangible Outcome. In the Reflective Paper learners must analyse and evaluate the strengths and limitations of the Outcome in achieving the project aim.

In order to achieve marks in the top bands, learners should demonstrate an appropriate balance between these strengths and limitations, with examples given explaining what strengths the Outcome possessed and what the limitations of it were as well as how the learners knew these were strengths and limitations.

Examples should also be given of the kind of improvements that could be made to ensure that the Outcome achieves the aim, in response to any feedback.

### 1.5.1 The Reflective Paper – Own work processes (AO1 Research, analysis and evaluation)

As well as evaluating and analysing the strengths and limitations of the Outcome in achieving the set aim, learners also need to evaluate and analyse their own work processes, e.g. their individual research and/or methodology; their time management etc. and suggest how these might have been improved.

### 1.5.2 The Reflective Paper – Team work and own performance as a team member (AO2 Reflection)

Learners need to discuss the benefits and challenges of working as a team as opposed to working individually. This should be as a result of their experiences during the whole team project. They also need to critically examine their role in, and their contribution to the Team Project. They should also reflect on their own performance as a team member. For example, whether they did what they said they were going to do and how well they did it, with suggestions for improvements to their contributions in future collaborative projects.

### 1.5.3 The Reflective Paper – Learning about different cultural perspectives and from the project as a whole (AO2 Reflection)

Learners should explore what they have learned from their research about different cultural perspectives and the project as a whole. As this component is team work, each member of the team will explore different cultural perspectives on the issue chosen. These different cultural perspectives should be evident in the project Outcome. Learners can research different cultural perspectives through primary and/or secondary research, for example, by interviewing people from different countries and/or cultures. This might be done using a video-conferencing system, using social media or email. Teachers might want to use the Global Perspectives Online Learning Area to work with teachers from schools in other parts of the world to enable learners to talk with each other about their issues. This type of research will provide a rich source of evidence that learners can draw upon when reflecting on their learning about different cultural perspectives and the project overall. Learning from the project as a whole might include reflecting on what they now know and/or understand that they didn't understand before. For example, a learner may discover that contrary to their original belief, many people in a lot of countries around the world are taking action to help refugees from war-torn countries.

### 1.5.4 The Reflective Paper – Communicating key personal research findings and connecting team and personal elements of the project (AO3 Communication)

For AO3, learners should communicate their key personal research findings. They should also communicate the connections between the team and the personal elements in a structured and logical way. For example, giving details about what they did to gather different cultural perspectives as explained in the Explanation and how their research findings informed or supported the team's Outcome. By doing this, learners are linking their own research and personal elements to the team elements. Learners must also use citations, and reference all citations in a reference list in a complete and consistent format. There are further details about academic conventions in Section 4. Using sub-headings linked to the assessment criteria can help with the structure and organisation of the Reflective Paper. Citations and references are not included within the word count.

Example sub-headings might be:

- Evaluation of the project Outcome
- Evaluation of own work processes
- Team work
- Own performance as a team member
- Learning about different cultural perspectives
- Learning from the whole project
- Key personal research findings
- Connections between the team and personal elements

Teachers should note that the Reflective Paper should be written in the past tense as once the team elements are completed, learners explain how the team project went and why they think this was, making sure that they include all the elements within the assessment criteria as explained. Also key personal research findings should be the research completed by the individual student, not other members of the group.

## Section 2: Development of skills

### 2.1 Key terms explained with reference to the Team Project

**Research** – An investigation into an issue from a global topic considering a range of different cultural perspectives in order to establish facts or draw conclusions given these multiple contexts.

**Analysis** – The breaking down of something (for example the Outcome and individual work processes) in order to explain its component parts, i.e. an explanation of the strengths and limitations of a piece of work and suggestions for improvement.

**Evaluation** – An appraisal of something to determine its strengths/effectiveness and limitations/ineffectiveness in achieving its purpose or aim.

**Reflection** – Thinking about or considering why something happened or occurred the way it did, in some depth. For example, identifying and giving reasons and/or justifications for conclusions drawn from different cultural perspectives and the whole project.

**Communication** – Presenting work in an articulate, coherent and structured way, using citations and referencing.

**Collaboration** – Working together on a project to create an Outcome to achieve a specified aim.

### 2.2 Activities for developing skills

#### 2.2.1 Research

The following activities allow learners to consider how to carry out research, both secondary and primary. These activities can be used in class as a way of developing learners' research skills for both the Team Project and the Individual Report.

<b>Activity 1: Researching a product</b>	
<b>Time</b>	60 mins (1 lesson)
<b>Resources</b>	Websites, internet, computers, pens and notebooks
<b>Task</b>	<p>Teacher gives learners a few (2 or 3) website addresses about mobile phones. Their task is to do research to choose one mobile phone which they think is the best.</p> <ul style="list-style-type: none"> <li>• Learners have 30 minutes and they work in small groups of four members.</li> <li>• Teacher sets the parameters. For example, the mobile phone must be able to: take and upload photos, connect to the internet, cost under \$150, etc.</li> <li>• Learners should use the websites chosen by the teacher</li> <li>• They should present their findings to the whole class in 3 or 4 minutes</li> <li>• They have to say why their group's choice is the best</li> </ul>
<b>What to look for</b>	The teacher should circulate around the classroom to see how well learners are attempting the task. They will be able to see who is good with technology, who shows good leadership skills, who is good at time management, who takes on the role of scribe and who is a confident when presenting the findings, etc.

<b>Class feedback</b>	<p>Class feedback can be elicited with questions such as:</p> <ul style="list-style-type: none"> <li>• What went well?</li> <li>• How do you know this?</li> <li>• What didn't go so well?</li> <li>• Why do you think this was?</li> <li>• What might you do differently next time?</li> </ul> <p>Teacher tells learners that this is evaluation and that they have just completed a mini-project.</p>
<b>Variation</b>	<p>If there is no access to the internet, you can use printed sources of information. Learners might research a different product, e.g. trainers, an iPad, a holiday, etc.</p>

<b>Activity 2: Conducting primary research</b>	
<b>Time</b>	120 mins (2 lessons spread over 2 weeks)
<b>Resources</b>	Pen and notebook
<b>Task</b>	<p>Teacher tells learners that they are going to design a questionnaire to carry out primary research into what people in the school think about the food that the canteen sells/school dinners and how healthy they are (this is the aim). They can ask 10 people and can include a mixture of learners from different grades and teachers.</p> <ul style="list-style-type: none"> <li>• Learners work in pairs and have 30 minutes to design their questionnaire of 10 questions. Teacher advises learners that they can have a mixture of questions – some that ask for narrative data and some for numerical. Teacher reminds them or elicits question words (what, where, which, when, who, how and why).</li> <li>• Pairs swap with another pair to gain feedback on their 10 questions (2 highlights and 1 area for improvement).</li> <li>• Learners make any improvements based on the feedback given by the other pair. The teacher can also circulate giving feedback so that pairs can write up their 10 questions again ready to give out to their 10 chosen people.</li> <li>• Learners give out their 10 questionnaires and tell their respondents they will collect them in a few days. (Before the next lesson).</li> <li>• In the next lesson, learners work in the same pairs to analyse the information from their questionnaires.</li> <li>• They design a poster showing their findings about the food the school sells (whether it is healthy or not, whether it could be healthier and how etc.)</li> <li>• Learners present their posters (perhaps putting them on the wall for a gallery walk) and learners can give feedback on sticky notes (what they like and whether the poster gives a true picture of the school meal situation, meets the aim set at the start of the activity). The poster is the outcome.</li> </ul>
<b>What to look for</b>	<p>The teacher should circulate around the classroom to check learners' questions and give feedback to improve the quality of the questions. They will be able to see who is good at coming up with questions, who shows good leadership skills, who takes on the role of scribe and who is a confident when presenting the findings, etc.</p>
<b>Class feedback</b>	<p>Class feedback can be elicited with questions such as:</p> <ul style="list-style-type: none"> <li>• What went well?</li> <li>• How do you know this?</li> <li>• What did you learn from conducting this research?</li> <li>• What were the different (cultural) perspectives about this issue?</li> <li>• What didn't go so well?</li> <li>• Why do you think this was?</li> <li>• What might you do differently next time?</li> </ul> <p>Teacher tells learners that this is evaluation and that they have just completed a mini-project.</p>

<b>Variation</b>	Learners might do primary research about a different aspect of school life, e.g. wearing school uniform, homework, school field trips, etc.
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### 2.2.3 Analysis

The following activities allow learners to consider how to analyse texts that they read and listen to. These activities can be used in class as a way of developing learners' skill of analysis for the Team Project, the Individual Report and the written examination.

<b>Activity 1: Identifying and explain causes and consequences</b>	
<b>Time</b>	60 mins
<b>Resources</b>	Pen and notebook Text about poverty
<b>Task</b>	<p>Tell learners that they are going to identify and try to explain the causes and consequences of poverty.</p> <ul style="list-style-type: none"> <li>• Divide learners into four groups. Write 'POVERTY' on the board.</li> <li>• The teacher tells each group that they have 20 minutes to list what they think the causes and consequences of poverty are under two separate lists.</li> </ul> <p>The teacher elicits the information about causes and consequences of poverty from each group (there can be one spokesperson for each group). Teacher asks learners what the difference between cause and consequence is and how they identify a cause and a consequence in a text (refer to language used: Causes – because, since, due to and as. Consequences – as a result, therefore, thus, that's why and so).</p> <ul style="list-style-type: none"> <li>• Teacher gives learners a text and in their groups they have a discussion to identify and explain the causes and the consequences given in the text for the issue relating to poverty (it could be a text about food banks or homelessness, for example)</li> <li>• Each group writes a summary about the causes and consequences of the issue in not more than 100 words.</li> <li>• Teacher assesses these and gives feedback next lesson</li> </ul>
<b>What to look for</b>	The teacher should circulate around the classroom to check learners' work, clarify any misunderstandings and give feedback. They will be able to see who understands how to analyse an issue in terms of identifying and explaining causes and consequences (this will also be evident from the summaries).
<b>Class feedback</b>	<p>Class feedback can be elicited with questions such as:</p> <ul style="list-style-type: none"> <li>• What did you learn?</li> <li>• How might you identify a cause of an issue in a text?</li> <li>• How might you identify a consequence of an issue from a text?</li> </ul> <p>Teacher tells learners that this is analysis and they have just analysed a text.</p>
<b>Variation</b>	Texts can be about any issue as long as there are causes and consequences within it. Other words for the start of the activity include: Inequality, unemployment, globalisation, migration, conflict, etc.

<b>Activity 2: Different (cultural) perspectives on an issue – Jigsaw method</b>	
<b>Time</b>	60 mins
<b>Resources</b>	Pen and notebook Texts about the same issue from different perspectives (for example globalisation or population growth) Computers with presentation software (PowerPoint or Prezi)
<b>Task</b>	<ul style="list-style-type: none"> <li>Teacher finds five different texts about the same issue (these can be adapted from the internet, made up or one might be a song or poem, but they must come from different perspectives)</li> <li>Teacher divides the class into five groups and asks each group to read and discuss one of the texts for 15 mins. These groups become the class 'experts' on their text.</li> <li>Teacher then splits the class into five new groups that include one 'expert' on each text. Ask these new groups to work together to produce a presentation (outcome if a mini-project) that requires information from all the texts (demonstrating the different perspectives there are about the issue). As the group works together, they will be teaching each other and producing something creative. Give them 30 mins for this task.</li> <li>Each group can then present their outcome and give feedback to each other (what they like and what could be stronger in the outcome/presentation)</li> </ul>
<b>What to look for</b>	The teacher should circulate around the classroom to check learners' work, clarify any misunderstandings, ask questions and give feedback. They will be able to see who is good with technology (at creating the presentation), who shows good leadership skills, who is good at time management, who is creative and who is a confident when presenting, etc.
<b>Class feedback</b>	<p>Class feedback can be elicited with questions such as:</p> <ul style="list-style-type: none"> <li>What went well?</li> <li>How do you know this?</li> <li>What did you learn from this activity about different (cultural) perspectives?</li> <li>What didn't go so well?</li> <li>Why do you think this was?</li> <li>What might you do differently next time?</li> </ul> <p>Teacher tells learners that this is evaluation and that they have just completed a mini-project.</p>
<b>Variation</b>	Texts can be about any issue as long as they are about the same issue, written from different perspectives. These might be global, national and local if focusing on the Individual Report, and cultural if focusing on the Team Project.

## 2.2.4 Evaluation

The following activities will enable learners to be more evaluative. These activities can be used in class as a way of developing learners' evaluation skills for the Team Project, the Individual Report and for the written examination.

<b>Activity 1: Comparisons</b>	
<b>Time</b>	60 mins
<b>Resources</b>	Pen and notebook Two sections of two different Reflective Papers (can be made up and one should be weaker than the other) Assessment criteria for one of the areas required for the Reflective Paper (for example strengths and limitations of own work processes)
<b>Task</b>	Tell learners that they are going to compare two sections of different Reflective Papers (these can be made up by the teacher or sections from previous learners' work). <ul style="list-style-type: none"> <li>Learners work in pairs using the assessment criteria and the two sections of work from Reflective Papers. They discuss which level they would give each piece of work (Level 1- 4) and why.</li> <li>They share their findings with another pair and agree on which is the better piece of work and why. They discuss what feedback they would give to improve the weaker piece.</li> <li>Whole class feedback elicits the better piece of work and why learners think this is better and what feedback needs to be given for the other piece of work to be improved upon.</li> </ul>
<b>What to look for</b>	The teacher should circulate around the classroom to check learners' work, listen to discussions and clarify any misunderstandings. They will be able to see who understands how to use assessment criteria and give reasons for judgements.
<b>Class feedback</b>	Class feedback can be elicited with questions such as: <ul style="list-style-type: none"> <li>What do you need to consider when evaluating a piece of work?</li> <li>Why is feedback important?</li> </ul> Teacher tells learners that they should get into the habit of evaluating their own work in terms of strengths and areas for improvement as this will help them progress and achieve more.
<b>Variation</b>	Teacher can use any learners' work to get learners used to evaluating.



<b>Activity 2: Evaluating sources and evidence</b>	
<b>Time</b>	60 mins
<b>Resources</b>	Pen and notebook Computers and internet access
<b>Task</b>	<p>Tell learners that they are going to evaluate the reliability and credibility of a source of information they find on the internet.</p> <ul style="list-style-type: none"> <li>• Give learners some search terms, for example, 'Amazon rain forest' and 'loss of habitat'. Ask them to work in pairs to find a source of information about threats to different species and make a note of the website address.</li> <li>• Ask learners to make notes of any facts that they find out from their source of information.</li> <li>• Learners then put some of these facts into their search engine to see whether they can be cross-referenced/find sources that contain the same facts – they make a note of the websites for these other sources of information. They can then judge whether the original source they found can be trusted or not (is reliable).</li> <li>• Ask learners to work together to come up with questions they might ask to evaluate sources of information (e.g. When was the web page written? Are opinion pieces clearly labelled as opinion pieces? Are there signs that the web page is kept up to date? Is the author an expert? How do you know? etc.)</li> </ul>
<b>What to look for</b>	The teacher should circulate around the classroom to check learners' work. They will be able to see who is good at coming up with questions, who shows good leadership skills, who takes on the role of scribe and who is confident using search engines and making notes.
<b>Class feedback</b>	<p>Class feedback can be elicited with questions such as:</p> <ul style="list-style-type: none"> <li>• What did you learn?</li> <li>• What do you need to consider when evaluating sources of information on the internet?</li> </ul> <p>Teacher tells learners that they should get into the habit of evaluating sources of evidence and information as they will need to do this in their Individual Report and in the written examination.</p>
<b>Variation</b>	Teacher can use any global topic or search terms for this activity.

## 2.2.5 Reflection

The following activities will enable learners to be more reflective. These activities can be used in class as a way of developing learners' skill of reflection for the Reflective Paper of the Team Project, and when reflecting on their personal perspective in their Individual Report.

<b>Activity 1: Comparisons</b>																											
<b>Time</b>	40 mins																										
<b>Resources</b>	Pen and notebook Questions and KWL chart – learners can draw one or it can be on a worksheet with the questions.																										
<b>Task</b>	<p>Tell learners that they are going to use the KWL chart and try to answer the questions. They should think about what they already know and what they want to learn in order to be able to answer the questions.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 5%;"></th> <th style="width: 30%; text-align: center;"><b>K</b> I already know</th> <th style="width: 30%; text-align: center;"><b>W</b> I want to learn</th> <th style="width: 35%; text-align: center;"><b>L</b> I have learned</th> </tr> </thead> <tbody> <tr><td style="text-align: center;">1</td><td></td><td></td><td></td></tr> <tr><td style="text-align: center;">2</td><td></td><td></td><td></td></tr> <tr><td style="text-align: center;">3</td><td></td><td></td><td></td></tr> <tr><td style="text-align: center;">4</td><td></td><td></td><td></td></tr> <tr><td style="text-align: center;">5</td><td></td><td></td><td></td></tr> </tbody> </table> <p>Personal Perspective</p>				<b>K</b> I already know	<b>W</b> I want to learn	<b>L</b> I have learned	1				2				3				4				5			
	<b>K</b> I already know	<b>W</b> I want to learn	<b>L</b> I have learned																								
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	<ul style="list-style-type: none"> <li>• Teacher gives learners some questions about the global topic. These can be from any global topic, e.g. questions about poverty and inequality might include: How do I define being poor? What is my country doing to get rid of poverty? Is it working? How do I know? Why are some countries poorer than others?</li> <li>• Teacher gives learners 15 minutes to complete the K column of their KWL chart.</li> <li>• Once they have completed the K column, they should spend 10 minutes completing the W column with what they need to learn in order to be able to answer each question more fully.</li> <li>• At the end of the lesson, learners can come back to their KWL chart and complete the L column with what they have learned. They should also amend their W column accordingly.</li> <li>• Learners can then reflect on and discuss in pairs how their personal perspective on the topic/issue has changed or not and why.</li> <li>• The teacher can take these charts in to see how learners are progressing as a form of Assessment for Learning or learners can work in pairs to discuss each other's responses.</li> </ul>																										
<b>What to look for</b>	The teacher should circulate around the classroom to check learners' work. They will be able to see what learners think they already know and what they want to learn.																										

<b>Class feedback</b>	<p>Class feedback can be elicited with questions such as:</p> <ul style="list-style-type: none"> <li>• Is the KWL chart a helpful way of getting you to think/reflect on a topic?</li> <li>• Why do you think this is?</li> <li>• What other strategies can you use that might help you reflect on a topic and/or on your learning?</li> </ul> <p>Teacher tells learners that they should get into the habit of reflecting as they will need to do this in their Reflective Paper once they have completed their Team Project.</p>
<b>Variation</b>	KWL charts are a great way of getting learners to reflect on their learning. Other strategies include mind maps, spider diagrams, T-charts, timelines, etc. Any global topic can be used for this activity.

<b>Activity 2: Reflecting on own learning</b>	
<b>Time</b>	30 mins
<b>Resources</b>	Pen and notebook Questions (3 or 4 should be sufficient)
<b>Task</b>	<p>Tell learners that they are going to answer some questions about their own learning towards the end of the lesson. They are going to write their responses down so that they have a record and can refer to them at a later date.</p> <ul style="list-style-type: none"> <li>• Teacher gives learners some questions to encourage them to reflect on their own learning for 20 minutes. Questions depend on the activity, for example for a group activity, questions might be: <ul style="list-style-type: none"> <li>(a) What did you learn from working with others?</li> <li>(b) What are the advantages of working with others? Why?</li> <li>(c) What are the disadvantages of working with others? Why?</li> <li>(d) How might you improve upon your contribution to the group activity/project?</li> <li>(e) What might you do differently next time?</li> <li>(f) What are the most valuable points you have learnt? Why?</li> </ul> </li> <li>• If working independently, questions could be: <ul style="list-style-type: none"> <li>(a) How did you feel about working on your own? Why?</li> <li>(b) What helped you learn best? Why?</li> <li>(c) What are the advantages of working independently? Why?</li> <li>(d) What are the disadvantages of working independently? Why?</li> <li>(e) What was the most valuable point that you have learnt? Why?</li> <li>(f) How might you improve your learning next time?</li> </ul> </li> </ul>
<b>What to look for</b>	The teacher should circulate around the classroom to observe learners as they are writing but should not interfere as learners are writing. They will be able to see what learners have written once they take in learners' notebooks.
<b>Class feedback</b>	<p>Class feedback can be elicited for 10 minutes with questions such as:</p> <ul style="list-style-type: none"> <li>• Did you find it difficult to answer the questions? Why?</li> <li>• Do you think reflecting on your learning will get easier the more you practise it?</li> <li>• Do you think reflecting on learning is a valuable activity? Why?</li> </ul> <p>Teacher tells learners that they should get into the habit of reflecting as they will need to do this in their Reflective Paper once they have completed their Team Project.</p>
<b>Variation</b>	Learners can come up with their own questions as long as the responses show reflection on learning. Teacher might encourage use of a written learning log or an online weblog which learners add to regularly.

## 2.2.6 Communication

The following activities will enable learners to present their work in a more structured way and use citations and referencing appropriately. These activities can be used in class as a way of developing some of learners' communication skills, benefitting work done for the Team Project, the Individual Report and the written examination.

<b>Activity 1: Structuring written work</b>	
<b>Time</b>	60 mins
<b>Resources</b>	Pen and notebook
<b>Task</b>	<p>It is important for the teacher to emphasise that a draft is necessary to produce good written work and learners need to allocate sufficient time for this when working on their Team Project and Individual Report. Learners should take ownership of their work and understand that it is their responsibility to edit and correct their own work. The teacher may give verbal feedback to the whole class after looking at draft work, but learners are responsible for editing and correcting their own work.</p> <ul style="list-style-type: none"> <li>Teacher gives learners a writing activity which they do individually using their notebooks for the information needed. It might be from the earlier activity on researching which mobile phone to buy. Learners could be asked to write a paragraph on how they approached the task and arrived at their final choice. Another example is to write a paragraph or two about the causes and consequences of poverty or deforestation.</li> </ul>
<b>What to look for</b>	Teacher can circulate to see how learners are approaching the task and whether they know how to structure their writing. This will also allow the teacher to ascertain which learners may need to spend more time on practising their writing skills.
<b>Class feedback</b>	<p>Class feedback can be elicited on the key steps for doing a piece of writing:</p> <ol style="list-style-type: none"> <li>(1) Brainstorm all ideas on a topic</li> <li>(2) Make an outline plan</li> <li>(3) Put sub-headings</li> <li>(4) Write a first draft without notes (this indicates whether a learner has gathered enough information)</li> <li>(5) Reread your first draft, editing out irrelevant and repeated points</li> <li>(6) Put work into paragraphs</li> <li>(7) Points make paragraphs – when there is a topic change, start a new paragraph</li> <li>(8) Read through work then spell and grammar check</li> <li>(9) Print a hard copy and reread – this is an essential step</li> <li>(10) Make any alterations after reading the hard copy, then submit the completed piece of writing.</li> </ol>
<b>Variation</b>	Learners can write for different purposes and different audiences, for example a presentation to persuade younger learners to be more active or a song to inform about water conservation.

<b>Activity 2: Citations and referencing</b>	
<b>Time</b>	40 mins
<b>Resources</b>	Pen and notebook Computer and internet access Text(s)
<b>Task</b>	<p>It is important for the teacher to emphasise that learners need to write in their own words and cite and reference all sources of information.</p> <ul style="list-style-type: none"> <li>• Give learners a text or a series of short texts (as in the following example) without references but with citations. Learners work in pairs to find the correct source of the information and formulate the reference. For example: <i>According to the World Wildlife Fund (2016) loss of habitat is the greatest threat to the biodiversity we enjoy today.</i> You might choose a variety of different types of text, e.g. a blog, an article from a newspaper, a research report, etc.</li> <li>• Learners can also make up their own short text(s) and include the citation(s) for another pair of learners to find and formulate a correct reference.</li> </ul>
<b>What to look for</b>	Teacher can circulate to see how learners are working together, using the technology and whether they are searching and referencing correctly. This will also allow the teacher to ascertain which learners may need to spend more time on citing and referencing or who may need a worksheet with guidelines on to provide a bit of support.
<b>Class feedback</b>	Class feedback can be elicited on what learners find difficult about citing and referencing.
<b>Variation</b>	Teacher can give a gap fill, with the citations missing but the reference list at the bottom and learners work in pairs to fill in the gaps. Learners could also produce their own paragraph with references but no citations for a partner to complete or add the citations, but no reference list. There is useful information about citations and referencing on this website: <a href="http://www.citethisforme.com/harvard-referencing">www.citethisforme.com/harvard-referencing</a> Any global topic can be used for this activity.

## 2.2.7 Collaboration

The following activities will enable learners to develop their collaboration skills in readiness for the Team Project.

<b>Activity 1: Debating</b>	
<b>Time</b>	60 mins (can run over 2 lessons: 1 for preparation and 1 for the debate)
<b>Resources</b>	Pen and notebook Computer and internet access
<b>Task</b>	<p>Debating is an excellent way for learners to work together to produce an argument as a team.</p> <ul style="list-style-type: none"> <li>• Teacher chooses a global topic and asks learners to brain storm some debate proposals in small teams for 10 minutes. For example, the topic of digital world: Technology is destroying family life; Technology is making us fat and unhealthy; Technology helps us to learn.</li> <li>• Teacher can write them all up on the board and have a vote for the proposal that the whole class wishes to debate.</li> <li>• Teacher gives out an equal amount of cards with 'Yes' and 'No' on them so that learners know whether they are arguing for or against the proposal. Once they have their card, they can get into teams of four.</li> <li>• Teacher tells learners the guidelines for the debate so that learners know what they have to do, and allows time for questions.</li> <li>• Learners then have time to do research and put together their statements ready for the debate, which takes place in the following lesson.</li> </ul> <p>Guidelines are as follows but can be adapted as necessary:</p> <p><b>Conducting the debate</b></p> <p>The debate opens with a member of the affirmative team (the team that supports the resolution) presenting their argument, followed by a member of the opposing team. This pattern is repeated for the second speaker in each team and so on, until all team members have had their say. Speakers should speak slowly and clearly. The teacher and learners should be taking notes and preparing questions as the debate proceeds. The sequence for debate and timelines, are as follows:</p> <ol style="list-style-type: none"> <li>(1) Teams research and plan their argument – 30 minutes (teacher might decide to give one lesson for this and do the debate in the second lesson).</li> <li>(2) The first speaker on the affirmative team presents argument in support of the resolution. (2 minutes).</li> <li>(3) The first speaker on the opposing team presents argument opposing the resolution. (2 minutes).</li> <li>(4) The second speaker on the affirmative team presents a further argument in support of the resolution, and answers questions that may have been raised by the opposition speaker. (2 minutes)</li> <li>(5) The second speaker on the opposing team presents a further argument against the resolution, and answers questions that may have been raised by the previous affirmative speaker. (2 minutes)</li> <li>(6) Speakers continue until all arguments have been presented.</li> <li>(7) Time for teams to prepare their closing statements and rebuttals. (5 minutes)</li> <li>(8) The opposing team begins with their closing statement and rebuttal, attempting to defend the opposing arguments and to defeat the supporting arguments without adding any new information. (2 minutes)</li> <li>(9) The affirmative team follows with their closing statement and rebuttal, attempting to defend the supporting arguments and to defeat the opposing arguments without adding any new information. (2 minutes)</li> <li>(10) The teacher makes a judgement about which team has won the debate.</li> <li>(11) Teacher declares their decision and gives reasons from their perspective. (1 minute)</li> </ol> <ul style="list-style-type: none"> <li>• A vote of all learners will be taken to determine the overall winners.</li> </ul>

<b>What to look for</b>	Teacher can circulate to see how learners are working together, using the technology and whether they are collaborating and cooperating with each other. They will be able to see who shows good leadership skills, who takes on the role of scribe and who is confident using search engines and making notes. During the debate the teacher can see how confident speakers are and whether listening and speaking skills need further development.
<b>Class feedback</b>	Class feedback can be elicited on how well learners collaborated. Questions might include: <ul style="list-style-type: none"> <li>• What went well and why?</li> <li>• What did not go so well and why?</li> <li>• How might collaboration be improved upon next time?</li> </ul>
<b>Variation</b>	Teacher can ask learners to come up with their own proposals for debate. Any global topic can be used for this activity.

<b>Activity 2: Picture activity</b>	
<b>Time</b>	40 mins
<b>Resources</b>	Pen and notebook Pictures on A4 cut into four jigsaw pieces for each picture Sticky notes
<b>Task</b>	<p>Tell learners that they will be working in teams of four on a picture activity to do with the global topic of poverty and inequality.</p> <ul style="list-style-type: none"> <li>• Teacher copies three pictures onto A4 (one to do with globalisation; one to do with family and one to do with inequality). If there are more learners, there can be six groups and two pictures from each topic.</li> <li>• Teacher gives one piece of one picture to one learner and learners must find the rest of their group by talking to each other and explaining what is on their picture.</li> <li>• Once they have found the rest of their group, they put the pieces of the picture together to form the whole.</li> <li>• As a group, they answer the questions: <ol style="list-style-type: none"> <li>(1) What is the issue?</li> <li>(2) How do you know?</li> <li>(3) How might this issue have come about? (causes of the issue)</li> <li>(4) What might happen if the issue continues (consequences)</li> <li>(5) What might be done to resolve the issue? (courses of action)</li> <li>(6) If this were the issue for a Team Project, what might the aim be?</li> <li>(7) What might an outcome be?</li> </ol> </li> <li>• Learners spend 30 minutes as a team discussing and writing down their answers before passing them to another team for feedback. Feedback is given on a sticky note: 2 highlights (stars) and one improvement (wish).</li> <li>• All work and sticky notes are passed back to the original team who discuss whether they agree with their feedback and why/why not?</li> </ul>
<b>What to look for</b>	Teacher can circulate to see how learners are working together, answering the questions and discussing.
<b>Class feedback</b>	Teacher can give each team the assessment criteria for collaboration from the syllabus for the team to discuss and decide which level (Level 1-3) they are working at for collaboration.

<b>Variation</b>	Teacher can ask different questions, for example, who is the situation in the picture an issue for? What is your personal perspective about the issue? (This can be asked at the start of the lesson and again at the end to see if the personal perspectives have changed) and what is the national perspective about this issue, etc. Any global topic can be used for this activity.
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## Section 3: Role of teacher and learners

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### 3.1 The role of the teacher

The work that learners submit should be their own and a true reflection of their own efforts. They do, however, need guidance and support from their teachers. The advice given here is for the Team Project. The role of the teacher and learners for the Individual Report is in Sections 7.3 and 7.4.

- (1) The teacher should take an active role in creating the teams. This might be as a result of practice team projects and group work, or the teacher might feel that certain learners should or should not work together.
- (2) Once teams have been agreed, the teacher should support teams so that they can come up with an appropriate project: topic, aim, Outcome, etc. It's important that the teacher guides learners in the early stages as a lot of time can be wasted if teams change their team project later, for example if they are finding it difficult to find sources of information.
- (3) The teacher should do some initial preparation to check if relevant information is available for the topic(s) chosen and that the focus of the project(s) allow for the demonstration of different cultural perspectives in the Outcome(s).
- (4) The teacher should share the assessment criteria with learners. It may be that the teacher needs to use more learner-friendly language so that all learners can access the details of the assessment criteria. Some teachers make an IGCSE Global Perspectives Learner Handbook for their students containing a section about the Team Project. This provides learners with all the information they need in a language they understand. It enables them to be more independent in their learning as they progress through the Global Perspectives' course and complete both the Team Project and the Individual Report.
- (5) The teacher needs to develop learners' organisational skills and negotiate deadlines for the different elements of the Team Project.
- (6) Help with selecting, citing and referencing sources of information is needed and there is further guidance about this in Section 4 of this handbook.
- (7) It is the teacher's role to monitor the work of learners to ensure that they are producing their own work. If there is a suspicion of plagiarism, the teacher should ensure that the work is done again so that it cannot be suspected of plagiarism. No work where plagiarism is suspected should be marked or submitted to Cambridge for moderation.
- (8) Developing the skills of learners so that they can be successful in all parts of the IGCSE/OL Global Perspectives course is also the teacher's role and responsibility. Ideas for this are explored in Section 2 of this handbook.
- (9) Teachers can give verbal feedback to a whole class of learners but should not give written feedback or any kind of feedback to individuals or teams once work has started on the Team Project or the Individual Report. If first drafts have been submitted, the teacher can collect these and check whether there are areas where they can feed back verbally to the whole class or advise on the further development of a skill, for example evaluation or reflection, individually.
- (10) Teachers should encourage and supervise learners throughout the process of completing both their Team Project and their Individual Report. Teachers should not do any of the research or write or correct any drafts of work for learners.

### 3.2 The role of the learner

- (1) Learners should be responsible for their own work.
- (2) Learners should not copy or paste any work from any website or any other learner. They should make notes and use their own words in their Outcome and Explanation and in the Reflective Paper. They can copy and paste the website address and then add the date, title and author of the article and the date they accessed it.
- (3) Learners should ensure that they understand what is required for successful completion of the Team Project (and the Individual Report – see Section 7). They should be encouraged to ask questions to clarify their understanding. They should make notes from websites and then organise their notes accordingly.
- (4) Learners should plan their Team Project together, deciding who is doing what and they should negotiate time frames and deadlines with their teacher.
- (5) Learners should discuss aspects of their work with their teacher, but they should not expect their teacher to do any of the research or work for them and they should not expect written feedback or corrections on their work.

- (6) Learners should check that their work is complete and has been spell-checked and proof read before submitting it for assessment.

Teachers might want to give learners a checklist such as the one in figure 2 to help learners check that they have done all that is required for the Team Project.

### Checklist for Team Project

Topic			
Aim			
Does our aim allow us to:	Yes	No	Notes
Work as a team to create an Outcome and Explanation?			
Explore different cultural perspectives?			
Analyse a range of information, including that gathered from primary research?			
Produce a practical Outcome that can be evaluated?			
<b>In our Team Element:</b>			
Does the Outcome and Explanation communicate different cultural perspectives?			
Have we worked as active and committed team members throughout the team project?			
Is the Explanation less than the maximum of 300 words?			
Does the Explanation contain details about the project aim, the Outcome and how our exploration of different cultural perspectives informed or supported our Outcome?			
<b>In my Reflective Paper:</b>			
Have I analysed and evaluated the strengths and limitations of the Outcome in achieving the project aim?			
Have I analysed and evaluated the strengths and limitations of my own work processes during the project?			
Have I included both strengths and limitations?			

Have I suggested improvements to my own work processes and the project Outcome?			
Are my examples signposted as examples, e.g. using the words: for example?			
Have I reflected on the benefits and challenges of working as a team?			
Have I reflected on my own performance as a team member?			
Have I reflected on my learning about different cultural perspectives and the project as a whole?			
Have I included details of my research into different cultural perspectives and are these clear? Are these my research findings rather than other members of the team?			
Have I used citations and referenced them all in a reference list at the end of my Reflective Paper?			
Have I added a word count and is this less than the maximum of 1000 words?			
Have I structured my Reflective Paper using sub-headings that aid navigation?			
Have I proofread and checked my work so that it is free from error?			

Figure 2: checklist for the Team Project

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## Section 4: Academic conventions

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As seen, Communication is an assessment objective. This means that there are marks for communication for both the Team Project and the Individual Report. As such, teachers should develop learners' communication skills. Listening, reading, writing and speaking are all important communication skills, but for summative assessment, writing skills are of particular importance. Teachers need to develop these throughout the course of study and not expect learners to be able to write a 1000-word Reflective Paper or a 2000-word research report without having first had the opportunity of writing something similar. Sub-headings can be useful to structure work.

Some suggested sub-headings for the Team Project Reflective Paper are in Section 1.5.4.

Sub-headings for the Individual Report are suggested in Section 7.2.

Citation and referencing of sources should be in a consistent format and should be complete. This means that if a learner cites a source of information in the body of their work, they must give the reference in a reference list at the end. There is no preference for a specific referencing system, but learners should use the same referencing system throughout the piece of work. Teachers might like to consider using this guide to citation and referencing using the Harvard system with their learners: [www.citethisforme.com/harvard-referencing](http://www.citethisforme.com/harvard-referencing)

When citing from websites, it is not enough to just give the URL address of the website. Candidates should give the title of the publication, the author, the date, the URL address and the date the article was accessed. For example: Johnson, I. (2014) *In China, 'Once the Villages are Gone, the Culture is Gone.'* Online, [www.nytimes.com/2014/02/02/world/asia/once-the-villages-are-gone-the-culture-is-gone.html?\\_r=0](http://www.nytimes.com/2014/02/02/world/asia/once-the-villages-are-gone-the-culture-is-gone.html?_r=0) (accessed 26/07/2016).

Further tips to help with academic writing, which are useful for both the Team Project and the Individual Report follow.

- Where abbreviations and acronyms are required to avoid repetition, learners need to make sure that, on first mention, the unabbreviated term appears together with the abbreviation or acronym, for example: First mention: "The World Wildlife Fund (WWF) reported..." Subsequent mention: "According to the WWF..."
- Words such as 'people' and 'ideas' have the potential to be vague. Candidates should avoid saying: 'according to many people'. Rather, they should explain which individual people and/or which specific ideas.
- When writing about their reflections learners should use the past tense as they are referring to a particular moment (I felt...).
- Learners should be encouraged to use straightforward language. Their reader needs to understand the information or ideas that they are conveying. Good writing makes a point clearly and uses examples and evidence to improve the reader's understanding. To maintain focus, candidates should plan the points that they wish to convey. They should include only those details which are necessary.

It is particularly important that learners plan their Reflective Paper for the Team Project and their Individual Report so that they don't go over the word counts (1000 words for the Team Project Reflective Paper and 2000 words for the Individual Report).

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## Section 5: Internal standardisation

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If only one teacher has been preparing learners for the Cambridge IGCSE/O Level Global Perspectives coursework, then this teacher should assess the learners' Team Projects, as they will be a sole teacher and assessor.

However, if multiple teachers have been involved, they will need to meet to standardise their marking and ensure that they are all applying the assessment criteria in the same way. They should do this using a sample of the Team Projects representing the full range of ability (taken from the marking of each teacher involved), before the marking of all the candidates' work for the centre takes place. The standardisation meeting should run as outlined below.

1. Each teacher should bring three samples of the Team Project to the meeting for all to look at so that they can share their thoughts about the marks each sample should get. The three samples selected by each teacher should reflect marks at the top, middle and lower end of the mark range so that there is a range of work to look at during this meeting.
2. One teacher, usually the most experienced, should be selected to act as lead assessor. They should coordinate the standardisation meeting. They are known as the Internal Moderator.
3. After considering and discussing all the samples, under the guidance of the lead assessor, teachers should arrive at a consensus on the marks to be awarded for all the samples and establish a rank order for the work.
4. Once this has been completed, teachers can go away and mark their Team Projects.

It is good practice for teachers to swap groups and mark each other's Team Projects so they are not influenced by knowing the learners, but this is not always possible.

Once the marking of all students' work has been completed, it should be checked by the Internal Moderator as follows.

1. The Internal Moderator should take responsibility for coordinating the marking.
2. This teacher should select a sample of about three or four learners' work marked by each teacher and check that all teachers are marking to the same standard.
3. If not, then the coordinator should advise the teacher whose marks are not accurate to re-mark the work. After all the work has been marked, the coordinator should check a further sample across the range of marks and teachers to see if all teachers are applying the mark scheme in the same way.
4. If there is a pattern of being too generous or too severe, the coordinator should adjust the marks. This does not involve re-marking. It means reducing or increasing the marks either across the whole range or in part of the range.
5. If the teacher has marked the work consistently, then the lead assessor's adjustment must retain the teacher's rank order of the candidates and any adjustment should not change that rank order.
6. It is only at this point that marks are recorded onto the Coursework Assessment Summary Form (CASF) for all candidates.
7. Moderated marks should also be recorded on the Individual Candidate Record Card (ICRC) if marks have been changed and recorded onto the MS1 and sent to Cambridge.
8. Marks on the ICRC, CASF and MS1 must be the same.

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## Section 6: Assessment of internally assessed coursework

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Learners and teachers need to understand the assessment criteria for the Team Project – learners so that they know and understand how to achieve the marks they are capable of and teachers because they need to mark their learners' work as accurately as possible. Learners who do not have access to the assessment criteria might be disadvantaged because they may not evidence the skills required by the different elements of the Team Project.

### 6.1 The Team Element

#### **AO3 Communication (Table A – up to 4 marks)**

To gain full marks, the Outcome must communicate different cultural perspectives on the issue (i.e. someone looking at the Outcome would be able to see clearly what different groups think about the issue) and the Explanation needs to communicate how research into different cultural perspectives informed or supported the Outcome. If different cultural perspectives are only shown in one or the other of the Outcome or Explanation, a maximum of 2 marks can be awarded. Where there is virtually no evidence of cultural perspective(s) in either the Outcome or Explanation, only 1 mark can be awarded and if cultural perspective(s) are absent in both, 0 marks can be awarded.

#### **AO3 Collaboration (Table B – up to 6 marks)**

To award a mark for collaboration, teachers should consider how well the team:

- coordinated and planned the work
- divided tasks fairly and sensibly
- solved problems they faced
- resolved conflict
- encouraged and supported each other
- communicated positively with each other.

Level 3 (5–6 marks) should be awarded if the teacher saw evidence of all of the above behaviours, consistently throughout the process of the Team Project.

Level 2 (3–4 marks) should be awarded if the teacher saw evidence of most of the above behaviours, during the majority of the process of the Team Project.

Level 1 (1–2 marks) should be awarded if the teacher saw evidence of some of the above behaviours during the process of the Team Project.

Teachers should share the above list of behaviours with students and talk to them explicitly about how they have performed against them during the process, asking for examples and evidence from them.

### 6.2 The Personal Element – The Reflective Paper

#### **AO1 Research, analysis and evaluation (Table C – up to 20 marks)**

The most accomplished work will discuss the strengths and limitations of both the project Outcome and the work processes undertaken by the individual. These evaluations should be supported by evidence. This means they must be explained by use of examples and that there should be a balance of strength and limitation for both. Such an answer would meet the criteria of 'full and in-depth' in the mark scheme. Suggestions for improving both the project Outcome and own work processes should be developed by use of examples or further explanation. If a learner's Reflective Paper fulfils all the criteria at a level, then the top mark in that level should be awarded. Where some elements of a level are not fully met, then the teacher should award a lower mark in the level.

### **AO2 Reflection (Table D – up to 25 marks)**

The teacher should adopt a similar marking process to the one for AO1 research, analysis and evaluation, when assessing reflection using Table D. 'Insightful' is the key word for the criteria in Level 4, 'clear' in Level 3, 'some' for Level 2 and 'Limited' for Level 1, with limited being little evidence of the criteria in the work. It is unlikely that work will be awarded 0 marks if there is evidence of some reflection, however basic.

### **AO3 Communication (Table E – up to 15 marks)**

For communication, the difference between the levels is indicated by the extent of structure, consistency, and clarity, with Level 4 as clear, consistent, well-structured and cohesive presentation. Level 3 is generally well-structured, with Level 2 having parts that might be difficult to follow and Level 1 lacking structure.

## **6.3 Submission of coursework**

Once the work has been marked and internal moderation has taken place, final marks can be recorded onto the CASF and MS1. The marks on these two documents are for the whole centre's submission and must be the same. The MS1 and CASF get sent to Cambridge together with the sample of selected work and the ICRCs for that sample. Further guidance on the submission of work can also be found on the Samples Database at [www.cambridgeinternational.org/samples](http://www.cambridgeinternational.org/samples). Teachers should ensure that their sample includes the learner with the highest mark, the lowest non-zero mark and work at a range of marks in between. Work of all examiners involved should also be represented.

## **6.4 Moderation by Cambridge International**

External moderation mirrors the internal moderation that should be done by a centre with more than one teacher and a large entry. Cambridge moderates the sample of selected work sent in by a centre to ensure consistency of assessment standards. A range of learner work from the top mark to the lowest non-zero mark is checked. If it is found that the centre's assessment of the work is generally accurate, marks are left as they are. If, however, it is found that work is marked too severely or too leniently, marks for the whole cohort from the centre will be adjusted accordingly. A moderation report (written by the moderator) is sent to all centres to indicate those areas of assessment where the centre is performing consistently and well, and those areas that need improving.



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## Section 7: The Individual Report

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Although the Individual Report is not internally assessed by teachers, it is good practice for teachers and their learners to understand how the Individual Report will be assessed. Teachers can use the activities in Section 2 to develop the necessary skills required to demonstrate the assessment criteria for this component as shown in the syllabus. 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.

For the Individual Report, learners choose a topic from the eight topics given in the syllabus, and formulate a global question which they answer in their report. These eight topics are:

- Belief systems
- Biodiversity and ecosystem loss
- Changing communities
- Digital world
- Family
- Humans and other species
- Sustainable living
- Trade and aid

Learners 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 Individual Report, 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 perspective based on the evidence gathered.

The preparation, research and writing of the Individual Report must 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 (see the role of the teacher). When preparing for the Individual Report, it is important that learners understand how their work will be assessed even though it is marked externally by Cambridge and not by the teacher. Work will be assessed for the clarity of the arguments presented and the structure of the Individual Report (communication). In addition research, analysis, evaluation and reflection will also be assessed.

### 7.1 Preparation for the Individual Report

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

- (1) Which of the topics from the choice of eight are of most interest to me?
- (2) What issues within these topics are of interest to me?
- (3) Am I able to find relevant sources of information from different perspectives on the internet and elsewhere?
- (4) Can I analyse information from different sources, identify causes and consequences of issues and propose appropriate courses of action?
- (5) Can I evaluate sources of information found on the internet and elsewhere?
- (6) Do I have the confidence to write the amount needed (2000 words maximum) or do I need more practice?

#### 7.1.1 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 Individual Report.

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 Individual /report. 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.

### 7.1.2 Developing a global question

The title of the Individual Report should be a research question the learner will answer through the report. The question should not be too broad and should be manageable within the 2000-word count.

The question should be focused on an issue within the topic so that within their report the learner can:

- analyse the causes and consequences of the issue
- propose a course of action to improve or resolve the issue
- reflect on how their personal perspective on the issue has changed/developed.

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

### 7.1.3 An example of an Individual Research title from each global topic

- Should social media companies do more to tackle cyber bullying? (Topic = Digital world; Issue = cyber bullying)
- What are the main causes of a decline in biodiversity and how can this be addressed? (Topic = biodiversity and ecosystem loss; Issue = declining biodiversity)
- Does globalisation lead to more equality between men and women in families? (Topic = family; issue = equality between men and women in families)
- Should religious leaders do more to promote harmony between different religious groups? (Topic = belief systems; issue = religious conflict)
- How can we live more sustainably to prevent climate change (Topic =sustainability; issue = climate change)
- How can governments ensure that immigrants are integrated into local communities? (Topic = changing communities; issue = integration of immigrants)
- Should animals be used for entertainment purposes? (Topic = humans and other species; Issue = using animals for entertainment)
- Can Fair Trade solve global poverty? (Topic = trade and aid; Issue = global poverty)

### 7.1.4 Designing the research

The main task in the research for the Individual Report 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 the issue stated in the question
- propose a course of action to help resolve or improve the issue
- evaluate sources of information used.

When concluding their Individual Report, learners should explain how their own personal perspective on the issue/topic has changed or developed because of the research they have conducted and the different perspectives they have investigated.

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. The assessment objectives for the Individual Report are:

- Research, analysis and evaluation (up to 40 marks)
- Reflection (up to 5 marks)
- Communication (up to 15 marks)

### 7.1.5 Key terms explained with reference to the Individual Report

**Research** – An investigation into an issue from different perspectives and viewpoints within those perspectives in order to establish facts or draw conclusions given these multiple contexts.

**Evaluation** – An appraisal of something, for example a source of information or line of argument, to determine its reliability and credibility.

**Reflection** – Exploring the ways in which your own perspective on a topic or issue has changed and an explanation of how and why.

**Communication** – Presenting work in an articulate, coherent and structured way, using citations and referencing.

#### **Perspectives**

A perspective is a viewpoint on an issue. A personal perspective is the view that a person has on an issue. A national perspective is the view that a particular country or government has on an issue, which is usually inferred from their laws, policies, or speeches made by national politicians.

A global perspective is a view on an issue that either has global influence or takes into account the nature of the issue globally. For example, the UN's view on climate change is by definition a global perspective on climate change because it is an international organisation with a global influence. However, a student could develop a personal perspective on the issue of climate change by examining the causes and/or consequences of climate change across the world (i.e. globally) and taking these into account. In the Individual Report, candidates need to explicitly discuss global and national perspectives on the issue they have chosen to investigate. They need to ensure that these are genuinely perspectives (i.e. different views on the issue) and for the global perspective, they should explain why it is global in nature.

#### **Analysis**

Analysis is looking at something in depth and breaking it down in a way that helps to understand it better. In the Individual Report candidates need to analyse different sources of information, this is likely to involve analysing what the author is saying in order to understand their perspective on the issue. Candidates also need to analyse the issue they are investigating to understand its causes and consequences.

#### **Issue**

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 mitigated with different courses of action. Within a global topic, issues usually go beyond a local or even national context.

#### **Courses of action**

Drawing on their analysis of the causes and consequences of the issue, learners should propose a way to resolve or improve the issue. If they compared the different causes and identified the most significant cause, then their course of action should ideally be focused on that cause. This would demonstrate their course of action is drawing on their analysis of the issue.

#### **Selection of sources**

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

- (1) Is the source convincing? Why?
- (2) What is the perspective of the source on the issue?
- (3) How well does the source support the perspective or argument?
- (4) How useful is the source for the Individual Report?
- (5) Has the source provided new information and evidence to add to the argument?
- (6) Has anything new been learnt from the source?
- (7) 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 Individual Report. In the conclusion, 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.

## 7.2 Writing the Individual Report

When learners have done all the planning for their Individual Report, 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 explained the causes and consequences of the issues, proposed a course 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 Individual Report 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 Individual Report. One suggestion is as follows:

- (1) Question as title
- (2) Introduction to the issue
- (3) Analysis of the issue from different perspectives
- (4) Analysis of the causes and consequences of the issue, with comparison.
- (5) Course of action to improve/resolve the issue
- (6) Evaluation of sources of information
- (7) Conclusion and reflection on how the research has influenced personal perspective

These can also be used as sub-headings to structure the Individual Report.

The Individual Report 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, learners should be advised to find a range to add depth to their work. These should come from different perspectives, for example, how China views the use of animals for entertainment in comparison to the Netherlands, and different viewpoints such as those of animal charities or vets, and not just be information about other countries.

## 7.3 The role of the teacher

- (1) The teacher should help learners understand the nature of the task – that of compiling a written study of an investigative nature.
- (2) The teacher should help each learner identify a suitable area to research which complements the candidate's interest, enthusiasm and skills base.
- (3) The teacher should help the learner formulate a global research question that allows them to explore relevant issues from different perspectives and viewpoints.
- (4) The teacher should do some initial preparation to check if relevant information is available for the topic(s) chosen and that the focus of the Individual Report allows for the demonstration of different perspectives.
- (5) The teacher should share the assessment criteria with learners. It may be that the teacher needs to use more learner-friendly language so that all learners can access the details of the assessment criteria. Sometimes a Learner Handbook for learners about Cambridge IGCSE Global Perspectives with a section about the Individual Report in it can be a good idea so that learners have all the information they need in a language they understand. This will enable them to be more independent in their learning as they progress through the Global Perspectives course and complete both the Team Project and the Individual Report.
- (6) The teacher needs to develop learners' research and organisational skills and negotiate deadlines for the submission of the first draft and the final Individual Report.

- (7) Help with selecting, citing and referencing sources of information is needed and there is further guidance about this in Section 8 of this Handbook.
- (8) It is the teacher's role to monitor the work of learners to ensure that they are producing their own work. If there is a suspicion of plagiarism, the teacher should ensure that the work is done again so that it cannot be suspected of plagiarism. Where plagiarism is suspected, the work should not be marked or submitted to Cambridge for moderation.
- (9) Developing the skills of learners so that they can be successful in all parts of the Cambridge IGCSE Global Perspectives course is also the teacher's role and responsibility. Ideas for this are explored in Section 6 of this Handbook.
- (10) Teachers can give verbal feedback to a whole group of learners but should not give written feedback or any kind of feedback to individuals once work has started on the Individual Report. Once first drafts have been written, these can be collected by the teacher. The teacher can then check these and see if there are areas where whole class verbal feedback or the further development of a skill, for example evaluation of sources or reflection, is needed.
- (11) Teachers should encourage and motivate learners throughout the process of completing both their Team Project and their Individual Report. Learners can soon become de-motivated if the teacher does not appreciate the work learners are doing. However teachers should not do any of the research or write or correct any drafts of work for learners.

## 7.4 The role of the learner

- (1) Learners should be responsible for their own work.
- (2) Learners should not copy or paste any work from any website or any other learner. They should make notes and use their own words in their Individual Report. They can copy and paste the website address and then add the date, title and author of the article and the date they accessed it.
- (3) Learners should ensure that they understand what is required for successful completion of the Individual Report. They should be encouraged to ask questions to clarify their understanding. They should make notes from websites and then organise their notes accordingly.
- (4) The learner should plan their Individual Report. They should negotiate time frames and deadlines with their teacher.
- (5) Learners should discuss aspects of their work with their teacher, but they should not expect their teacher to do any of the research or work for them and they should not expect written feedback or corrections on their work.
- (6) Learners should check that their work is complete and has been spell-checked and proofread before submitting it for assessment.
- (7) Teachers might want to give learners a checklist such as the one below to help learners check that they have done all that is required for the Individual Report.

## 7.5 Checklist for the Individual Report

Global Topic			
Question/Title			
Is my research question:	Yes	No	Notes
On one of the 8 topics listed in the syllabus?			
Focused on an issue within the topic?			
Focused enough to be answered within a 2000 word report?			
In my Individual Report:			

Is there an introduction that explains the question and the issue that will be explored in order to answer the question?			
Is the topic of each paragraph clear?			
Does each sentence in each paragraph contribute to a deeper understanding of the paragraph's topic?			
Does each sentence add to my argument?			
Does each sentence follow on from the sentence before, and lead into the next sentence?			
Have I included evidence to support each argument I am making?			
Have I evaluated some of the sources of evidence I have used?			
Have I used my own words and put quotation marks around others' words?			
Have I developed the points I have made; causes, consequences, course(s) of action?			
Is there a conclusion that answers the question and shows how my research and reflection has affected my perspective?			
Have I used citations and referenced them all in a reference list at the end of my report?			
Have I referred to, cited and referenced any diagrams used?			
Have I added a word count and is this less than the maximum of 2000 words?			
Have I structured my report using sub-headings that aid navigation but do not interrupt the fluency of my report?			
Have I proofread and checked my work so that it is free from error?			

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