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GLOBAL PERSPECTIVES

Paper 0457/11
Written Examination

Key messages

The key messages from this series of examination papers are that candidates:

- justify a judgement or opinion using reasons and evidence
- explain the strengths and weaknesses of arguments in more detail
- use material from sources as evidence to support their opinions and argument.

General comments

The Written Paper consists of compulsory questions based on a range of sources. The sources present global issues from different perspectives. In June 2022, the Paper was based upon source material related to the topic of Digital Technology and the issue of Data Security.

Overall, the quality of work and levels of achievement were good. Many candidates are clearly developing an understanding of different perspectives on global issues and an ability to use reasoning and evidence to support an opinion or claim. Candidates are also able to analyse evidence in a variety of different forms. However, some candidates need to explain the strengths and weaknesses of arguments in more detail in their evaluation of sources.

Many candidates engaged well with the sources in the insert and showed real interest in the issue of Data Security. Many candidates were able to consider arguments and counter arguments in a balanced way. Candidates were able to explore different perspectives on the issues raised, particularly in considering issues of privacy and the use of personal data.

Most candidates completed all of the questions within the time allocated. There were very few rubric errors.

To improve performance further, candidates should be encouraged to:

- Justify their opinions with reasons and evidence drawn from the sources, including through quotation and direct reference or citation.
- Evaluate sources and arguments using key concepts in critical thinking e.g. expertise, knowledge claims, opinion, prediction, bias, tone, and vested interest.
- Explain the strengths and weaknesses of arguments in more detail.

Comments on specific questions

Question 1

(a) All candidates correctly identified that the trend in worldwide use of the internet was increasing, from Source 1, and therefore gained the maximum of one mark for this question.

(b) Almost all candidates were able to identify two benefits of digital technology from Source 2, and therefore gained the maximum of two marks for this question. Most candidates identified faster global communication, greater access to information and data, and sharing ideas globally.

(c) Most candidates responded very well to this question and identified a benefit of digital technology which, in their opinion, was the most significant. Most candidates chose to discuss faster global communication and sharing ideas and perspectives.

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The most common justifications given by candidates related to issues of impact, included:

- the number of people benefitting
- the range of people affected e.g. different types of people or social groups
- the degree of help given to people
- impact on globalisation
- the benefits to individuals, organisations and governments
- economic benefits
- impact on other aspects of society and social life generally, especially social media.

The strongest responses provided clear explanation for the benefit and gave some reasons or evidence to support their judgements. Weaker responses often simply stated the benefit without explanation and tended to rely upon assertion without evidence or careful reasoning. Some candidates compared the significance of different benefits, but this was not necessary to gain full marks.

(d) Many candidates responded very well to this question and could explain how the use of digital technology has important personal consequences. The explanations mainly related to the value of digital technology for individuals in their everyday lives, including for families and communities, especially for work, shopping and social media. These candidates demonstrated a clear understanding of the concept of 'personal'.

Candidates achieving at higher levels provided a clearly reasoned, credible and structured explanation. Candidates achieving at the lower levels tended to provide a limited explanation, or asserted opinion about technology in general, without reference to the personal dimension of the question.

Question 2

(a) Most candidates were able to evaluate the argument in Source 3 and assess how well the author supported the view that, 'Data from digital technologies improves our lives.'.

The strengths of the argument most often identified were:

- uses the doctor as an expert to increase credibility
- refers to a reputable organisation – the government
- logical argument making the argument easy to follow
- uses many relevant examples increases credibility
- relevant evidence and reasons which are up to date.

The weaknesses of the argument most often identified were:

- few facts and statistics used to support the claim
- emotive tone of language that may not be balanced
- does not acknowledge counter arguments.

The strongest responses provided clearly reasoned, credible and structured explanation of their evaluative points, usually discussing four or more distinct aspects of the source. Weaker responses often simply stated or asserted an opinion.

Some weaker responses analysed and described the reasons and evidence within the source but did not evaluate or explain why the identified reason or type of evidence was a strength or weakness. For example, *'A weakness is that the writer uses some assertion.'* This statement does not explain why assertion may not be strong evidence. A better response would be, *'A weakness is that the writer relies upon assertion. This type of evidence is not strong because it is not supported with evidence. Therefore, we do not know if the statement is true. It has weak validity.'*

Candidates should be encouraged to justify their opinion using the material in the source as evidence. This means being willing to quote from or summarise elements of the source.

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(b) Candidates who performed well in this question described several methods, sources of information and types of evidence that could be used to test the claim that, 'Digital communication strengthens our relationships.' The methods of testing the claim were carefully explained and clearly related to the claim.

Candidates tended to describe interviews, surveys and questionnaires with people about the issue, often with different age groups in different places and cultures. Other methods included consultation with experts, psychologists and government officials. Most candidates suggested secondary research using sources from the internet. Many described the type of source that was likely to be reliable and free from bias or vested interest, for example from governments, NGOs and United Nations organisations.

The strongest responses provided clearly reasoned, credible and structured explanations for their suggestions clearly and explicitly related to the claim being tested; weaker responses often simply stated a method or source of evidence but did not explain it fully or make the link to the claim being tested.

A few candidates responded to the question by describing their opinion on the issue rather than describing how it could be researched. These responses gained very few, if any, marks.

Candidates should be given regular opportunity to design research strategies to test claims as a regular part of their courses.

Question 3

(a) Most candidates correctly identified a fact from Source 4 and explained that a fact is something which can be verified or proven and is true or accurate.

Most candidates were able to justify and explain their selection convincingly.

(b) Most candidates were able to identify aspects of bias in Lar's statement. These candidates showed understanding of bias as a tendency or prejudice for or against something, or an unbalanced approach to an issue, and not being prepared to consider counter arguments or other points of view.

Most candidates were able to give several reasons why Lar's statement might be biased. These included:

- His experience of working for a data storage company may have influenced his viewpoint.
- His argument is unbalanced showing very little consideration of other perspectives or counterarguments.
- Use of exaggerated language and phrases, for example 'data is extremely valuable'.
- He only refers to positive aspects of data use.
- His lack of much evidence.

Centres are encouraged to teach candidates about bias in argument and the presentation of evidence and provide experience of using the term in the analysis and evaluation of sources, alongside other critical thinking concepts like value judgement, prediction, fact, vested interest and opinion.

(c) Most candidates compared both statements explicitly, Kari's and Lar's, and discussed issues relating to evidence, language, knowledge claims and expertise. Some candidates also addressed the reasons and values within each statement.

The strongest responses contained well supported, clearly explained judgements about the arguments with a clear assessment of each statement; this included coherent, structured evaluation of how well the argument worked with a range of evaluative points. These responses were usually balanced with a clear conclusion. The statements were also quoted explicitly and material from the statements was used directly in the response as evidence to support the candidate's opinion.

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Weaker responses lacked supporting evidence and mainly asserted with little clarity of argument. These answers tended to focus on issues rather than reasons, language, knowledge claims, and evidence. There was little or no direct evaluation at the lowest levels of response.

Centres are encouraged to give candidates frequent opportunity to evaluate sources during their courses. This should involve a consideration of the reasons and evidence used to support the argument or perspective in the source.

Question 4

In this question, candidates were asked to evaluate the view that personal data from digital technology should remain private and never be used by other people and organisations. Candidates were expected to justify their views using material drawn from the sources as well as their own experience and evidence.

There were many thoughtful, well-explained discussions of arguments for and against the view in the statement, thereby exploring different perspectives on the issue.

Most candidates explored issues of:

- Data security
- Theft of identity
- Digital crime
- Rights to privacy
- Convenience and targeting of information and advertising
- Tracking location in emergencies
- Supporting research and innovation, e.g. in medical research
- Help in finding information and products.

Responses at the highest levels tended to have well supported, logical reasoning and make clear judgements about the issue. A clear, balanced assessment or conclusion was also reached. These responses linked their argument back to the issue in the statement.

Weaker responses tended to be generalised, lack relevance to the issue and simply describe their own opinion about data. Arguments were often unsupported and asserted.

In preparation for this type of question, centres are encouraged to give candidates regular opportunity to write extended essays in which they contrast and compare different perspectives or potential actions in response to an issue. In doing so, candidates need to analyse and evaluate the strengths and weaknesses of the reasons and evidence that supports and justifies the perspective or action.

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GLOBAL PERSPECTIVES

Paper 0457/12
Written Examination

Key messages

The key messages from this series of examination papers are that candidates:

- justify a judgement or opinion using reasons and evidence
- explain the strengths and weaknesses of arguments in more detail
- use material from sources as evidence to support their opinions and argument.

General comments

The Written Paper consists of compulsory questions based on a range of sources. The sources present global issues from different perspectives. In June 2022, the paper was based upon source material related to the topic of Transport and the impact of vehicles upon urban environments.

Overall, the quality of work and levels of achievement were good. Many candidates are clearly developing an understanding of different perspectives on global issues and an ability to use reasoning and evidence to support an opinion or claim. Candidates are also able to analyse evidence in a variety of different forms. However, some candidates need to explain the strengths and weaknesses of arguments in more detail in their evaluation of sources.

Many candidates engaged well with the sources in the insert and showed real interest in the issue of city transportation. Many candidates were able to consider arguments and counter arguments in a balanced way. Candidates were able to explore different perspectives on the issues raised, particularly in considering action to improve transport in cities.

Most candidates completed the questions within the time allocated. There were very few rubric errors.

To improve performance further, candidates should be encouraged to:

- Justify their opinions with reasons and evidence drawn from the sources, including through quotation and direct reference or citation.
- Evaluate sources and arguments using key concepts in critical thinking like expertise, knowledge claims, opinion, prediction, bias, tone, and vested interest.
- Explain the strengths and weaknesses of arguments in more detail.

Comments on specific questions

Question 1

(a) All candidates correctly identified that the estimated number of motor vehicles in the world in 2020 was 1600 million, from Source 1, and therefore gained the maximum of one mark for this question.

(b) Almost all candidates were able to identify two consequences of large numbers of motor vehicles in cities, from Source 2, and therefore gained the maximum of two marks for this question. Most candidates identified congestion, noise, fuel waste and accidents.

(c) Most candidates responded well to this question and identified a consequence of large numbers of motor vehicles in cities that, in their opinion, was the most significant. Most candidates chose to discuss air pollution, climate change and health.

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The most common justifications given by candidates related to issues of impact, included:

- the number of people involved
- the range of people e.g. different groups
- the effects of a 'vicious circle' and 'knock-on' effects
- the impact on quality of life
- the impact on other aspects of society and social life generally
- impact on various aspects of the environment.

The strongest responses provided clear explanation for the consequence selected and gave some evidence to support their judgements. Weaker responses often simply stated the consequence without explanation and tended to rely upon assertion without evidence or careful reasoning. Some candidates compared the significance of different consequences, but this did not necessary gain full marks.

(d) Many candidates responded very well to this question and could explain why a large number of motor vehicles in cities is an important global issue. The explanations mainly related to the impact of the growth in city populations and vehicle usage, the size of the problem in many countries, and the role of vehicle pollution in climate change and its consequences. The need for inter-governmental cooperation in responding to these consequences was often highlighted. These candidates demonstrated a clear understanding of the concept of 'global'.

Candidates achieving at higher levels provided a clearly reasoned, credible and structured explanation. Candidates achieving at the lower levels tended to provide some limited explanation, or asserted opinion about transport in cities in general, without reference to the global dimension of the question.

Question 2

(a) Most candidates were able to evaluate the argument in Source 3 and assess how well the author supported the view that, 'we can improve transport in our cities.'

The strengths of the argument most often identified were:

- Clear and logical argument making the argument easy to follow
- use of range of evidence e.g. from interest group, university research and personal testimony/opinion
- acknowledges some counter arguments

The weaknesses of the argument most often identified were:

- some assertion and some exaggeration
- some appeal to emotion meaning the argument may not be balanced
- little factual/statistical evidence
- small sample from non-expert
- potential newspaper bias/editing.

The strongest responses provided clearly reasoned, credible and structured explanations of their evaluative points, usually discussing four or more distinct aspects of the source. Weaker responses often simply stated or asserted an opinion.

Some weaker responses analysed and described the reasons and evidence within the source but did not evaluate or explain why the identified reason or type of evidence was a strength or weakness. For example, *'A weakness is that the source was taken from a newspaper.'* This statement does not explain why newspaper sources may not be strong evidence. A better response would be, ''*A weakness is that the source was taken from a newspaper because stories are usually written from the point of view of the organisation. This type of evidence is not strong because it is likely to be biased and selective to sell the newspaper. It probably ignores counter arguments and may not be balanced.'*

Candidates should be encouraged to justify their opinion using the material in the source as evidence. This means being willing to quote from or summarise elements of the source.

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(b) Candidates who performed well in this question described several methods, sources of information and types of evidence that could be used to test the claim that, 'Many people would like to travel by electric bus and tram.' The methods of testing the claim were carefully explained and clearly related to the claim.

Candidates tended to describe interviews, surveys and questionnaires with people who use public transport or who have responsibility for its provision. Other methods included consultation with experts, transport services and government officials. Nearly all candidates suggested secondary research using sources from the internet. Many described the type of source that was likely to be reliable and free from bias or vested interest, for example from governments, NGOs and United Nations organisations.

The strongest responses provided clearly reasoned, credible and structured explanation for their suggestions, clearly and explicitly related to the claim being tested; weaker responses often simply stated a method or source of evidence but did not explain it fully or make the link to the claim being tested.

A few candidates responded to the question by describing their opinion on the issue rather than describing how it could be researched. These responses gained very few, if any, marks.

Candidates should be given regular opportunity to design research strategies to test claims as a regular part of their courses.

Question 3

(a) Most candidates correctly identified a value judgement from Mio's statement and explained that a value judgement is a view or decision about what is right or wrong, important, or based on a particular set of standards, principles, or values.

Most candidates were able to justify and explain their selection convincingly.

(b) (i) Most candidates correctly identified an opinion from Ren's statement in the source. Opinions are statements which are subjective points of view or beliefs which cannot be verified and may not be shared by others.

(ii) Most candidates were able to relate the identified opinion to Ren's argument that government action is the best way to solve transport problems in cities. However, this question was challenging for some candidates who did not evaluate the use of the opinion as reasoning, or evidence within the argument.

The most effective responses explained how the opinion related to the argument and explained a strength and/or a weakness of the opinion within this argument. For example, a good response was, *'strong support as this opinion is based on relevant views from an experienced person who is likely to know about the issue; this gives confidence to the reader about Ren's claim.'* Another good response was, *'This opinion gives limited support because it is based on only one person's view that may change and which may not be the same as other people. It is not representative and based on enough evidence to be confident.'*

Centres are encouraged to teach candidates about opinions and their use in argument as evidence and provide experience of using the term in the analysis and evaluation of sources, alongside other critical thinking concepts like value judgement, bias, fact, vested interest and prediction.

(c) Most candidates compared both statements explicitly, Mio's and Ren's, and discussed issues relating to evidence, language, knowledge claims and expertise. Some candidates also addressed the reasons and values within each statement.

The strongest responses contained well supported, clearly explained judgements about the arguments with a clear assessment of each statement; this included coherent, structured evaluation of how well the argument worked with a range of evaluative points. These responses were usually balanced with a clear conclusion. The statements were also quoted explicitly and material from the statements was used directly in the response as evidence to support the candidate's opinion.

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Weaker responses lacked supporting evidence and mainly asserted with little clarity of argument. These answers tended to focus on issues rather than reasons, language, knowledge claims, and evidence. There was little or no overt evaluation.

Centres are encouraged to give candidates frequent opportunity to evaluate sources during their courses. This should involve a consideration of the reasons and evidence used to support the argument or perspective in the source.

Question 4

In this question, candidates were asked to recommend an action to a government to improve transport in cities. They were expected to justify their views using material drawn from the sources as well as their own experience and evidence. Most candidates recommended providing money to cities to promote cycling and walking, highlighting a good understanding of the link between cause and consequence.

There were many thoughtful discussions of the three options. Most candidates chose one action and explained why this was selected. Some candidates chose to compare two or three actions, which was more challenging, but at times an effective way to structure the argument. The strongest responses tended to have well supported, logical reasoning and make clear judgements. A clear, balanced assessment or conclusion was also reached. These responses linked the argument back to the issue of improving urban transport.

Weaker responses tended to be generalised, lack relevance to the issue and simply describe their own opinion about urban transport problems in general. Arguments tended to be unsupported and asserted. These responses often simply listed ways to improve transport.

In preparation for this type of question, centres are encouraged to give candidates regular opportunity to write extended essays in which they contrast and compare different perspectives or potential actions in response to an issue. In doing so, candidates need to analyse and evaluate the strengths and weaknesses of the reasons and evidence that supports and justifies the perspective or action.

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GLOBAL PERSPECTIVES

Paper 0457/13
Written Examination

Key messages

The key messages from this series of examination papers are that candidates:

- justify a judgement or opinion using reasons and evidence
- explain the strengths and weaknesses of arguments in more detail
- use material from sources as evidence to support their opinions and argument.

General comments

The Written Paper consists of compulsory questions based on four main sources. The sources present global issues from different perspectives. In June 2022, the paper was based upon source material related to the topic of Work and Employment, and the issue of Remote Working.

Overall, the quality of work and levels of achievement were good. Many candidates are clearly developing an understanding of different perspectives on global issues and an ability to use reasoning and evidence to support an opinion or claim. Candidates are also able to analyse evidence in a variety of different forms. However, some candidates need to explain the strengths and weaknesses of arguments in more detail in their evaluation of sources.

Candidates engaged enthusiastically with the sources in the insert and showed real interest in the issue of remote working. Many candidates were able to consider arguments and counter arguments in a balanced way. Candidates were able to explore different perspectives on the issues raised, particularly in considering issues of changing patterns of work and the internet.

Most candidates completed all the questions within the time allocated. There were very few rubric errors.

To improve performance further, candidates should be encouraged to:

- Justify their opinions with reasons and evidence drawn from the sources, including through quotation and direct reference or citation.
- Evaluate sources and arguments using key concepts in critical thinking, e.g. expertise, knowledge claims, opinion, prediction, bias, tone, and vested interest.
- Explain the strengths and weaknesses of arguments in more detail.

Comments on specific questions

Question 1

(a) Most candidates correctly identified that the percentage of companies that allow remote working was 56 per cent, from Source 1, and therefore gained the maximum of one mark for this question.

(b) Almost all candidates were able to identify two benefits of remote working for companies, from Source 2, and therefore gained the maximum of two marks for this question. Most candidates identified saving costs for employers and employees, increased job satisfaction and improved health and well-being.

(c) Most candidates responded very well to this question and identified a benefit of remote working that, in their opinion, was the most important. Most candidates chose to discuss improved

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motivation and job satisfaction, flexible timing of the working day, increased productivity, and better work-life balance.

The most common justifications given by candidates related to issues of impact, included:

- the number of people benefitting
- the range of people affected e.g. different types of people or social groups
- impact on employers, businesses, and profitability
- economic benefits and cost savings
- impact on other aspects of society and social life generally, especially due to flexibility in work.

The strongest responses provided clear explanation for the benefit and gave some reasons or evidence to support their judgements. Weaker responses often simply stated the benefit without explanation and tended to rely upon assertion without evidence or careful reasoning. Some candidates compared the significance of different benefits, but this did not necessary gain full marks.

(d) Many candidates responded very well to this question and could explain why the growth of remote working is an important worldwide trend. The explanations mainly related to the value of remote working for individuals in their everyday lives, including for families, and especially for businesses and employers, recognising that digital technology has spread throughout the world as part of globalization. These candidates demonstrated a clear understanding of the concept of 'worldwide' or 'global'.

Candidates achieving at higher levels provided a clearly reasoned, credible and structured explanation. Candidates achieving at the lower levels tended to provide some limited explanation, or asserted opinion about technology and work in general, without reference to the personal dimension of the question.

Question 2

(a) Most candidates were able to evaluate the argument in Source 3 and assess how well the author supported the view that, 'Remote working should be a global priority.'

The strengths of the argument most often identified were:

- uses statistical evidence from the UN, a reputable organisation
- clear and logical argument making the argument easy to follow
- uses many examples
- recent and up to date evidence and reasons.
- relevant evidence and reasons.

The weaknesses of the argument most often identified were:

- some appeal to emotion that may make the argument unbalanced
- few facts and statistics used to support the claim
- some assertion
- does not acknowledge counter arguments
- some exaggeration.

The strongest responses provided clearly reasoned, credible and structured explanation of their evaluative points, usually discussing four or more distinct aspects of the source. Weaker responses often simply stated or asserted an opinion.

Some weaker responses analysed and described the reasons and evidence within the source but did not evaluate or explain why the identified reason or type of evidence was a strength or weakness. For example, *'A weakness is that the writer uses some assertion.'* This statement does not explain why assertion may not be strong evidence. A better response would be, *'A weakness is that the writer relies upon assertion. This type of evidence is not strong because it is not supported with evidence. Therefore, we do not know if the statement is true. It has weak validity.'*

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Candidates should be encouraged to justify their opinion using the material in the source as evidence. This means quoting from or summarising relevant parts of the source.

(b) Candidates who performed well in this question described several methods, sources of information and types of evidence that could be used to test the claim that, 'Remote working improves our health.' The methods of testing the claim were carefully explained and clearly related to the claim.

Candidates tended to describe interviews, surveys and questionnaires about the issue, often with different groups of people in different places and cultures. Other methods included consultation with employment experts, managers, doctors, health professionals, and government officials. Most candidates suggested secondary research using sources from the internet. Many described the type of source that was likely to be reliable and free from bias or vested interest, for example from health services, governments, NGOs and United Nations organisations.

The strongest responses provided clearly reasoned, credible and structured explanations for their suggestions clearly and explicitly related to the claim being tested; weaker responses often simply stated a method or source of evidence but did not explain it fully or make the link to the claim being tested.

A few candidates responded to the question by describing their opinion on the issue rather than describing how it could be researched. These responses gained very few, if any, marks.

Candidates should be given regular opportunity to design research strategies to test claims as a regular part of their courses.

Question 3

(a) Most candidates correctly identified a prediction from Jago's statement and explained that a prediction is a claim about the future.

Most candidates were able to justify and explain their selection convincingly.

(b) Most candidates correctly identified an opinion from Lucia's statement in the source and explained that opinions are statements which are subjective points of view or beliefs which cannot be verified and may not be shared by others.

Most candidates were able to justify and explain their selection convincingly.

(c) Most candidates correctly identified an example of vested interest from Lucia's statement in the source.

A vested interest is a personal reason for an opinion or involvement in an undertaking or situation, especially an expectation of financial or other gain.

(d) Most candidates compared both statements explicitly, Jago's and Lucia's, and discussed issues relating to evidence, language, knowledge claims and expertise. Some candidates also addressed the reasons and values within each statement.

The strongest responses contained well supported, clearly explained judgements about the arguments with a clear assessment of each statement; this included coherent, structured evaluation of how well the argument worked with a range of evaluative points. These responses were usually balanced with a clear conclusion. The statements were also quoted explicitly and material from the statements was used directly in the response as evidence to support the candidate's opinion.

Weaker responses lacked supporting evidence and mainly asserted with little clarity of argument. These answers tended to focus on the issue, describing their own views about remote working, rather than the reasons, language, knowledge claims, and evidence of the arguments in the source. There was little or no overt evaluation of the arguments.

Centres are encouraged to give candidates frequent opportunity to evaluate sources during their courses. This should involve a consideration of the reasons and evidence used to support the argument or perspective in the source.

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Question 4

In this question, candidates were asked to evaluate the view that, 'All employees should be encouraged to work remotely.' Candidates were expected to justify their views using material drawn from the sources as well as their own experience and evidence.

There were many thoughtful, well-explained discussions of arguments for and against the view in the statement, thereby exploring different perspectives on the issue. However, some candidates simply described their own opinions in a generalized and asserted way.

Most candidates explored issues of:

- flexibility over working hours
- cost savings for employers and employees
- job satisfaction and motivation
- consequences for different groups of people e.g. women
- barriers to remote working
- UN sustainability goals
- Impact on the environment and climate change
- Impact on health and well-being.

The strongest responses tended to have well supported, logical reasoning and make clear judgements about the issue. A clear, balanced assessment or conclusion was also reached. These responses linked their argument back to the issue in the statement.

Weaker responses tended to be generalised, lack relevance to the issue and simply describe their own opinion about remote working. Arguments were often unsupported and asserted.

In preparation for this type of question, centres are encouraged to give candidates regular opportunity to write extended essays in which they contrast and compare different perspectives or potential actions in response to an issue. In doing so, candidates need to analyse and evaluate the strengths and weaknesses of the reasons and evidence that supports and justifies the perspective or action.

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GLOBAL PERSPECTIVES

Paper 0457/02
Individual Report

Key messages

- Candidates are most successful when they focus on one issue and formulate a question on this issue.
- The candidate's question must allow for research into global and national/local perspectives on a global issue under one of the eight topics stated in the syllabus for this component.

General comments

For this component, candidates select one of the 8 topics in the syllabus. They identify a global issue and formulate a question, which they should answer. They research and present different global and national/local perspectives on their issue, with relevant supporting information. They analyse the causes and consequences of their issue. They compare causes and/or consequences. They propose and develop a course of action to help resolve their chosen issue. They evaluate the sources of information they have used to support their argument. Finally, they reflect on their personal perspective and how this has been impacted by their research and the perspectives explored. They should also cite and reference the sources of information they use in their report. They should present their report in essay form (continuous prose), in a Word document and should write between 1500 and 2000 words. Detailed information about this component is available in the syllabus.

Comments on specific assessment criteria

Assessment Objective 1: Research, Analysis and Evaluation

Information from different perspectives:

The strongest work responds to a clear question about a single issue. This enables candidates to present clear global perspectives, national perspectives, and their own perspective on this issue.

The strongest work shows a clear understanding of perspectives.

A global perspective should show a viewpoint, an opinion, a feeling about, or an attitude to the global situation or issue raised in the question. It should be clear whose perspective this is. Information should be presented to explain the perspective and support it. Similarly, a national perspective should show a national viewpoint on the issue presented, or an opinion, or a feeling about, or an attitude to the national situation. It should be clear whose perspective is being presented. There should be evidence of the perspective, such as a relevant quote, or a clear statement of the perspective and supporting information to support and explain it.

The example below is explaining one of the causes of food wastage – a national perspective on food consumption and wastage that has a direct impact on the issue.

'On a local scale, several causes have resulted in a rise in food wastage. One of these causes includes the traditional beliefs in Hong Kong. In Hong Kong, it is believed that having more food symbolizes prosperity, so people are often unable to finish their food since they order or cook too much. During festivals, citizens would buy 'seasonal desserts to give as traditional gifts to friends, family and business partners' regardless of whether the receiver would like to have it or not. An example would be Mid Autumn Festival where the people purchase mooncakes for friends and family habitually. According to a survey in 2018, '55 per cent of the families did not want to receive the cakes' which resulted in '2.2 million' uneaten mooncakes discarded in landfill.'

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Weaker work responds to more general questions often starting with 'To what extent…' or 'How' which tend to encourage a more descriptive answer with no central issue. Philosophical questions such as 'What is Family?' are too general and vague making it difficult for the candidate to find relevant material or to include any of the required criteria when answering it.

Some weaker work presented a general topic with 2 or 3 sub-topics (often labelled Issue 1, Issue 2, Issue 3). This work did not present perspectives explicitly and because it was dealing with multiple topics, did not deal with the required criteria in any depth or detail.

Analysis and comparison of causes and consequences

Most candidates were able to present and explain the causes and consequences of their chosen issue.

Where candidates had not identified issues, or where they wrote descriptive essays, they lost out on this criterion.

Stronger candidates were able to compare different causes of their central issue. They explained which were the more important, or main causes and/or they explained how and why there were different causes in different countries or regions. They also compared the consequences (sometimes labelled impacts or effects), explained which consequences were the most serious, and/or why there were different consequences for different groups of people, or different places or different situations.

Below is an example of a strong comparison of consequences, again it is on food wastage:

'Looking at the big picture, the global and local consequences share similarities since both of them negatively impact the environment. This is happening globally and locally because ….. landfills….. The methane gas they release is a greenhouse gas, which contributes to global warming as a result. However the consequences are different because Hong Kong has been very dependent on landfills. Hong Kong has been managing 52 per cent of municipal solid waste by sending them to landfill and only recycles the remaining 48 per cent (LEGCO), This contrasts to other places like Singapore, … Germany which sends less than 20 per cent of their municipal solid waste to landfill…(LEGCO)'

Weaker responses struggled to compare causes and consequences explicitly, though some identified the main cause or worst consequence.

Course(s) of Action

The strongest work provided one developed and focused course of action. The candidate explained the course of action: its implementation (e.g. who would do it and details of how it would be done) and gave a clear explanation of the likely impact of the course of action.

In some cases, candidates successfully outlined a course of action already in place in another part of the world and suggested how it could be adapted to be carried out in their own country, again giving details of who could do it and how it could be implemented and what the impact might be.

The weakest work provided bullet lists of advice – often limited, with no details of how they could be done or by whom, or what their impact on the global or national issue would be.

Evaluation of sources

The strongest responses showed clear evaluation of sources used. Candidates evaluated the sources using different criteria and with an explanation of the impact of the quality of sources on the candidate's thinking, or work. Below is an example of strong evaluative comments:

'Furthermore some sources may not be reliable, due to their lack of qualifications and source information. For example, a blog website called Vitanna, a personal financing blog (providing insight to international investors), only briefly discusses the benefits and disadvantages of a CAFO farming and lacks authority sources to back up its statements and statistics, making it difficult for me to testify to its credibility. Furthermore since the article was written in 2017, it did not include key aspects of CAFO such as increase in pollution rates and newly established national bans, meaning a potential lack of accuracy and recency making my research progress difficult as I have to research other sources to testify the credibility of its information.'

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Some weaker responses mentioned evaluative criteria such as expertise or bias but did not explain these or consider their impact on the research, findings or conclusions.

The weakest responses presented a section labelled 'Evaluation of Sources' but only described the sources in general terms and did not evaluate them.

Many candidates did not attempt to evaluate any of their sources at all.

Assessment Objective 2: Reflection

The strongest work had a clear section of reflection on the candidate's own perspective, on their research findings and on the perspectives they had explored. The candidate clearly explained how their own perspective had developed, been changed or impacted by others' perspectives and by the information they had gained about the issue. It included a clear conclusion/answer to their question based on research findings and other perspectives.

Weaker work explained what the candidate thought and why, but did not explain how the research had impacted their own conclusions or their perspective.

The weakest responses did not reflect at all, or mention the candidate's own opinion, perspective or attitude to the question they asked.

Assessment Objective 3: Communication

Structure of the report:

Candidates are required to write their report in essay form. Their argument should be planned and logical and follow a clear structure. They should include all required criteria.

The strongest responses were easy to follow with a clear argument. The report progressed from an introduction, through all the required criteria to a reflective conclusion. It used the full available word count. This work started with different perspectives on the issue and kept those in focus throughout. The candidates kept control of their argument and did not lose focus on their question, the central issue, or their research findings.

Weaker responses did not focus on one issue or the required perspectives. They tended to select several separate issues and present general information about those, making it difficult to follow any central argument. Irrelevant information was sometimes given and responses tended to move around from one topic to another, instead of developing the argument from an introduction, through all the required criteria, to a reflective conclusion.

The weakest work often provided a series of headings with some facts and figures on the topic area, with no clear flow of any argument and sometimes with no reflection or conclusion. Some work showed little evidence of any research; with the candidate's opinions and views presented in a philosophical argument rather than a structured essay on their research.

Clarity of arguments, perspectives and evidence:

For this criterion, candidates must present all required elements. The reader must be able to identify and understand the argument, evidence and perspectives, causes and consequences, reflection and evaluation.

The strongest responses clearly identifies the criteria and makes them easy to follow by presenting them in separate paragraphs, or by using sub-headings. It is clear that these candidates understand what they are doing and presents the required elements explicitly.

Weaker responses missed out some criteria, such as evaluation or reflection, or were disorganised making it difficult to work out what each paragraph is about.

Citation and referencing:

All candidates should understand the need for complete in-text attribution. They should be aware that if they present material as their own when they have found it in other sources, this is considered to be plagiarism.

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There is not one fixed method of citation or referencing for this component. Any clear and consistent method is acceptable. The main concern is attribution of sources.

Candidates may use bracketed citations, or numbering, or in-text referencing to indicate where they have used sources. They must include complete references somewhere in their work, either footnotes, end-notes or in-text references, (though for ease of reading and control of word count, numbers or bracketed citations may be more manageable).

Their references should include author, date and title of publication for books or magazines, and online materials should include at least the full url (including document name) and date of access.

The full reference list/footnotes/endnotes should be clearly linked in one clear, consistent and logical way to the in-text attribution (one set of numbers, or alphabetical order).

Please note that just using in-text shortened urls/hyperlinks to original documents is not appropriate for this component. Candidates' work is scanned, and Examiners only see the scans. They are unable to follow links to check if they lead to relevant documents. In the case of hyperlinks that appear as small, coloured numbers, they may not be able to see the numbers. In-text indication of a source must be linked to a reference that is provided in full somewhere in the candidate's work.

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GLOBAL PERSPECTIVES

Paper 0457/03
Team Project

Key messages

- Candidates should choose an issue to focus on and carry out research into different cultural perspectives on that issue.
- Teachers are encouraged to steer candidates away from topics/issues that could be sensitive locally.
- Teams need to identify an aim that can be met e.g. raising awareness about the issue.
- The outcome should demonstrate the means by which the Team met their aim.
- The Reflective Paper requires candidates to present their own research findings and cite their sources.
- Candidates should use examples from their team project when they are reflecting on the strengths, weaknesses, benefits and challenges of the different aspects of the marking criteria.
- All members of a team must be awarded the same mark for the team elements (Outcome, Explanation and Collaboration).

General comments

Team Projects:

The most successful projects involved a focus on an issue of local concern and changing the behaviour or perception of others in relation to the issue. Candidates chose a variety of issues on which to focus their projects. Under the topic of *water, food and agriculture*, some teams focused on the problem of waste in school meals, opening debate as to how this could be avoided. Under the topic of *disease and health*, some teams focused on raising awareness about mental health issues and delivered online exercise classes to reduce these issues, while others looked at how the pandemic was causing harm to the elderly and produced a leaflet for the community offering activities that could be carried out.

Outcomes were varied and included school seminars, leaflets, fundraising events and posters. Some teams who were unable to carry out their plans as fully as they wished. Those who handled this most successfully used the process of adapting their plans as part of their evaluation.

Less successful projects tended to give general information about a topic or an issue, without explicitly referring to different cultural perspectives, or perspectives in different parts of the world on the issue. The evaluations of these team projects sometimes made it clear that candidates had been but little involved in choice of topic or team members.

Comments on specific questions

Team Elements: Outcome, Explanation and Collaboration

AO3 Communication: Outcome and Explanation

In the most successful projects, there was coherence between the Explanation and the Outcome. The Explanation is a planning document: it informs about the Team's aims, research plans and activity. It details the form of the Outcome and how the team will measure its success. The Explanation should NOT contain team members' research findings.

The Outcome informs about perspectives and about the activity that has led to the aim being met. The Outcome is necessary to enable the Reflective Paper to contain evidence. The Outcome should not be seen as the most important part of Team project.

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Example:

The following is from a team's Explanation:

'*Before deciding the outcome of our project, Team Tangled guided themselves through a cross cultural research to gain a diversified and distinctive understanding about attitudes to Mental Health and thus reach a desired outcome.*

To start off we carried out a survey (about depression) amongst our school pupils of grade VIII. These were a set of questions picked from various websites. Sadly, almost 70 per cent of these teenagers were moderately depressed. Furthermore, to get to know the views of people regarding depression we distributed questionnaires amongst adults of varying social classes. As expected, depression was seen as a taboo in almost all classes. Thus, we decided that it was high time to raise awareness regarding depression and make it our outcome.

To create awareness we conducted a workshop for grade VIII pupils that would help them identify whether they were depressed. An extension of this workshop was carried out for parents so that we would be able to de-stigmatise it. We believed educational workshop are the best way to connect with people as it is interactive. The information we acquired was well researched through different resources. We will survey to see if people are more aware after our workshop.

*In order to reach out to people of different age groups we made a social media page and named it '**Tangled'.** We posted the videos and pictures of our workshop with voiceovers on Instagram because we did it bilingually. The message had to be spread properly so that people would relate to it and understand. Making the social media page gave us the opportunity to incorporate all the different things we did to raise awareness i.e. workshops posted on one platform.'*

A link to Tangled was the Outcome the Team submitted.

AO3: Collaboration

Teachers must award a mark for how well the team have worked together to complete the project. All members of the team must be given the same mark and teachers should take into account how well team members have worked together over the course of the project, including how well they have communicated with each other, solved problems, resolved conflict and divided work fairly between the team. This mark should be informed by teacher observation of teamwork and questioning of team members individually and collectively. There should be no explanation on ICRC forms of how this mark was arrived at.

Individual Element: Reflective Paper

AO1: Research, Analysis and Evaluation

Evaluating Outcomes

The most successful candidates provided direct evidence of the impact of their work, of how far the Outcome had achieved the project aim. For instance, in the project on attitudes to mental health, a survey was conducted to assess the extent to which the workshop had improved understanding. They had a percentage success rate. Analysis of this led enabled them to discuss the effectiveness of the workshop in different age groups.

Where the aim is to raise awareness about an issue, a survey of the target audience before and after the awareness-raising session was often used successfully to show how far the Outcome was successful in achieving the aim. The strongest responses went on to make suggestions of ways in which the Outcome could have been improved, drawing on the weaknesses identified.

Less successful responses often simply described the Outcome and the process by which it was produced. Where there was evaluation, these responses explained only weaknesses or strengths. Suggestions for improvement were not linked to any of the weaknesses that had been identified.

Evaluating Work Processes

Only the strongest responses were successful in evaluating their own work processes. Successful responses evaluated their time management; for example, giving reasons why they failed to keep to their research

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schedule. Other successful responses evaluated their research technique; how they went about the task and what they wished they had done. The most successful responses included examples to illustrate and develop their points of evaluation. The most successful suggestions for improvement on both the Outcome and own work processes drew on evaluation of weaknesses in these areas.

More commonly, candidates were unclear on the difference between 'strengths/limitations of own work processes' and 'strengths/weaknesses of own performance as a team member'. They should look at the latter with the question: How well did I support the team in its work towards the Outcome? This would lead them to consider the help and support that they gave others, and occasions where they themselves needed help or support.

Rather than using headings from the assessment criteria, **it may be useful to** give candidates to encourage evaluation e.g. *'How well did your Outcome meet your aim?', 'Which elements of the Outcome were more or less successful?', 'How could you improve the Outcome to better meet the aim?', 'How did your work processes/time management affect the project?', 'How effective was your research in satisfying the aims of the Outcome?', 'How would you improve your work processes if you had to complete the project again?'.*

One candidate wrote:

'To find out whether we've achieved our aim, we received feedback from questionnaires and sent out surveys for viewers to fill in. Generally, we've succeeded as 100 per cent of our responses have understood the different cultural perspectives. Comments have also praised it as balanced, objective, empathetic, with wide range of issues covered. However, audio quality is a major pullback. Background sounded noisy. Comments suggested subtitles would be helpful. We needed a better timetable, which can control our progress and leave us more time to review audio and visuals. Sticking to plan will also reduce errors and stress.'

AO2: Reflection

Reflecting about working in a team

Candidates should reflect on the overall benefits and challenges of working in a group situation, as opposed to working alone. They need to provide specific examples drawn from their experience to illustrate their reflections. In the strongest responses, candidates commented that sharing work allowed the team to achieve more in a shorter space of time; or that it provided a greater pool of skills to draw on (giving examples from their project). Challenges of working in a team that were commonly mentioned included difficulties of communicating with other team members, organising meetings, dividing work equally and keeping all members on task. Some candidates began by saying they know that they worked best alone, only to find that it was more effective to have different ideas to listen to. Others were looking forward to working with friends, only to find that either they wasted time or that they would have preferred to do the work alone as they were never satisfied with what their team-mates did. In the strongest responses, candidates explained how these benefits and challenges impacted upon their project.

Less successful responses simply listed who did what in the team, or often which team members failed to do tasks that were assigned to them.

Reflecting on own role in the Team

Reflection on the strengths and weaknesses of one's own performance as a team member is concerned with those things the individual does that either move the team forward or hold it back. It is about the individual's impact on the team as a whole. Paragraphs that show what they did to support the team, and how they needed support from the team, and how either of these impacted on the team's performance would indicate a mark at Level 4.

Less successful responses focused only on identifying a role in the team, such as what work had been done, or what prevented work from being completed.

Reflecting about learning:

There are three elements to reflecting on overall personal learning. Candidates should consider what they have learned about the issue or topic, and about perspectives on it, as well as what personal or practical skills they have developed through completing the project.

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Keeping a reflective log to record examples while candidates are completing the project may help candidares be more reflective. This could include examples of when working as a team helped them to achieve something positive, when working as a team was difficult and why and so on. Some centres have indicated that they gave classes time to write sections of the Reflective Paper as they progressed through the Team Project, e.g. to evaluate the Outcome soon after the event at which it was shared.

Example of Reflection

Teamwork: *'(We had done too much research and had to cut our findings down) Although facing the pressure of deadline, we worked together and made a plan very quickly. Everyone actively participated and we soon made great progress. We would not have finished this task on time if we did not unite. Nevertheless, there are several things we can improve despite that we've done a great job. We did not have a leader because we want everyone to get participate in team works. Consequently, sometimes this delayed our progress. With a leader we could organise our work better, we would be more efficient.'*

Role in Team: *'I enjoyed helping others and sharing my ideas. I was an active listener, seeking to understand other members, communicating my ideas fairly, and completing my tasks timely. However, I would often get frustrated when my team members would not complete their work on time. To perform better I need appreciation which sometimes becomes difficult when working in a team.'*

Learning about the issue and perspectives: 'I found out that mental health was a stigma globally; fortunately, awareness is spreading, and going to psychotherapists is becoming a norm in developed countries. While communicating with people of different social classes in my country (Pakistan), it was unveiled that most of the people were depressed and unaware of it. I realised that the lower class lacked awareness of mental health.'

Learning about skills: *'Overall, the Team project sharpened my public speaking skills and boosted my confidence through conducting workshops, and I learned how to handle the differences in a team and work efficiently.'*

AO3 Communication

This assessment objective requires reflective reports to flow meaningfully. It should not be difficult to follow which paragraphs are about own work processes and which are about strengths and limitations of working as a team member.

It is expected that each member of the team will have been involved in some personal research towards to the work overall. These personal research findings should be made clear in the Reflective Paper. For instance, through a combination of primary and secondary research, one team member might have found out what methods are used to deal with refuse in their area by talking to the office concerned; while other team members looked into the situation internationally by exploring what is happening in Germany and Sweden so that they could make comparisons and draw conclusions. The Outcome in this case might be a letter or a presentation to local government officials and poster for the local population. The candidate who had researched the situation locally would then explain in their Reflective Paper what they had found out about their local situation and how this was reflected in the letter/poster.

Where this individual research has involved secondary research, candidates must include citation and referencing. This referencing should be included in the Reflective Paper and detail the author, date, title, URL and date accessed for all sources used, in a consistent format.

Example summary of research findings and citations: 'Most surprising fact that we learnt from our secondary research was that at least half of the world population lacks access to essential health services according to a new report of WHO ('World Bank and WHO: Half the world lacks access to essential health services, 100 million still pushed into extreme poverty because of health expenses', 2022), thus proving that less access to healthcare is a global issue. More than 50 per cent of individuals in Pakistan do not have access to basic primary healthcare services (Ltd., 2022). In US 2018, only 8.5 percent of people did not have health insurance (Bureau, 2022) As a result of the interviews we conducted of the vulnerable people, I learnt that these people have to suffer when they are in bad health conditions When we presented the documentary to the audience, more than half of the candidates questioned about the problem as they belonged to good socioeconomic status and were unfamiliar with the problem.

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