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Coursework Handbook

Cambridge IGCSE

Cambridge IGCSE® and O Level Global Perspectives

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For examination from 2018

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Cambridge Secondary 2

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Introduction

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.

Section 8: contains an example Team Project with examiner comments on when and why marks are awarded.

Section 9: contains an example Individual Report with examiner comments on when and why marks are awarded.

The Team Project (Component 3) is marked by the teacher and is then moderated by Cambridge via sampling. The other components: the Written Examination (Component 1) and the Individual Report (Component 2) are both marked by Cambridge. However, although the Individual Report is marked by Cambridge, the choice of topic rests with the learner. 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.

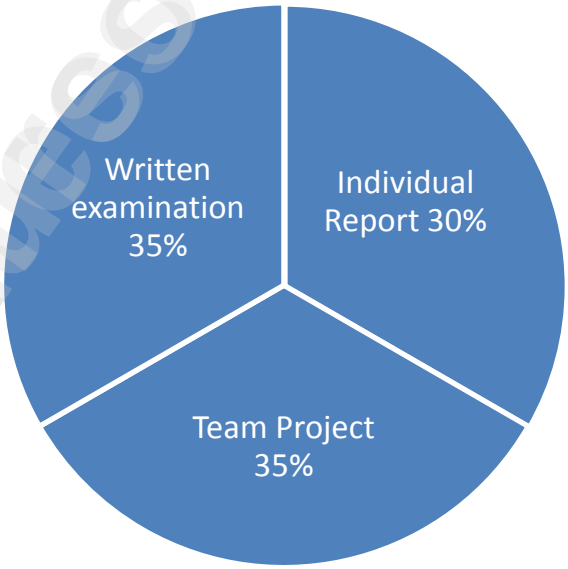

Figure 1: IGCSE Global Perspectives weightings

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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 Preparation for the Team Project

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

1 What global topic have we chosen and why?
2 What is the aim of our project and what are we going to do/produce to achieve our aim?
3 How might we critically evaluate this outcome in terms of how far it's been successful in achieving the project aim?
4 What do we need to find out and what do we need to do to create our outcome?
5 Who is going to do what and when?
6 Does our Team Project have enough scope for every team member to play a full part in the project?
7 Is the workload manageable within the timeframe we have?
8 What plans do we have for gathering information about different cultural perspectives?
9 How can we show the different cultural perspectives in our outcome in order to meet the aim of our Team Project?
10 How are we going to put together the explanation to go with our outcome?

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

1.2.1 Topic

When choosing a global 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 a Team Project that fits within one of these eight topics. The topic chosen should be clearly stated on all the work produced. Learners within the same class but different teams may choose the same global topic but the focus and 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 focus, 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 aim should be different for each team.

It is very important that teachers monitor their learners' choice of Team Project to ensure that it fits into one of the eight global topics, has an appropriate aim and outcome, and that it enables learners to achieve the assessment criteria as laid out in the syllabus.

1.2.2 Aim

Once learners have chosen their topic, they should decide on a *single* aim for their Team Project. 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 for their Individual Report. There is more about the Individual Report in Section 7 of this handbook.

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1.2.3 Outcome

Once a team has decided on their project aim, they need to decide on an outcome that will enable them to meet it. For example, if a team has the stated aim of *making people more aware of the importance of saving water*, they might decide that an appropriate outcome for the project is a television or newspaper advertising campaign. The outcome, like the aim, should be practical and manageable and must be something that learners actually do, produce or carry out. The outcome should demonstrate what the team have learned from their research into different cultural perspectives.

Here are some examples of suitable project outcomes:

a) a poster or series of posters
b) an information leaflet or brochure
c) a short video-clip (maximum 15 mins)
d) a song or poem, which learners perform live that is video recorded
e) a web page
f) a design, model or blueprint for a product or similar
g) an even of some kind (e.g. fundraiser)

The Outcome itself is to be submitted for assessment with its 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's important that the team decide on a mechanism to gain feedback about their Outcome. The team can ask for feedback after it has 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: raising awareness, promoting the importance of something etc.

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 successes and weaknesses 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 they felt about the Outcome achieving the aims, 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 their research into 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 not be 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.

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- an explanation of how the team's exploration of different cultural perspectives has informed or supports the Outcome (an Explanation is more than a description and learners should focus on answering questions like 'why' and 'how' rather than just 'what').

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 Global Perspectives' assessment objectives. 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 in respect of religious or ethnic differences. It is hoped that learners will undertake some primary research and interact with people from different cultures rather than simply researching information about different cultures via the internet, but this is not a requirement of this syllabus.

The team's overall research findings relating to the development or production of the project Outcome should be reflected both in the Explanation and in the Outcome itself. Assessment focuses on communicating different cultural perspectives in both these documents to meet the project aim. The team should therefore summarise their research findings and not submit completed questionnaires or raw research materials.

Please advise learners that in the Team Project, there is no requirement to consider global, national/local, and personal perspectives, as there is in the Individual Report component. Learners only need to focus on developing an awareness of a different cultural perspective or perspectives for the Team Project.

Part of the Explanation might report on the findings from primary research, but there is not the space within the word count to include completed questionnaires. Findings should, however, be shown in the Outcome as assessment focuses on communicating different cultural perspectives to meet the project aim.

1.3.2 Collaboration (AO3 Collaboration)

Collaboration for this syllabus means the team's ability to work together on their project as a team for which the teacher awards a mark (up to a total of 6 marks as detailed in the syllabus). The teacher will decide how well the team works together while completing the Team Project. This includes agreeing on the project aim and planning and preparing the Outcome and Explanation. Each member of the team is given the same mark for collaboration so it's up to the teacher to stress the importance of team work; collaboration and cooperation. It would be useful for the teacher to monitor the team's progress by completing a record sheet so that a suitable mark can be arrived at, but this is not a requirement. The monitoring of individuals within the team can also help support the mark awarded for the whole team.

Teachers will want to advise learners that they will have a richer source of information to reflect on in their Reflective Paper if they conduct interviews or talk with people from other cultures to supplement what they have learned from secondary research sources.

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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	• Analysis and evaluation of strengths and limitations • Balance of strengths and limitations • Suggested improvements	20
AO2	Reflection	• Benefits and challenges of working as a team • Strengths and limitations of own performance as a team member • What has been learned about different cultural perspectives • Overall personal learning	25
AO3	Collaboration Communication	• Structure, cohesion and comprehensiveness of Reflective Paper • Clear and consistent presentation of key personal research findings • Connections between the team and personal elements are pertinent and clearly made • Citation and referencing of sources in a consistent format and complete	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.

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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 team 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 gain their different cultural perspectives from secondary research. They might, however, find that they have more to reflect on in their Reflective Paper if they gain their different cultural perspectives by doing some primary 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 Platform 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 needs to 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.

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Section 2: Development of skills

2.1 Key terms explained with reference to the Team Project

Research – An investigation into and study of an issue from a global topic and different cultural perspectives about this issue in order to establish facts or draw conclusions.

Analysis – The breaking down of something (for example the Outcome and individual work processes). The exploration and explanation of the reasons for any strengths and limitations plus suggestions for improvement.

Evaluation – An appraisal of something to determine its strengths/effectiveness and limitations/ineffectiveness for a 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 what was learned from different cultural perspectives and the whole project.

Communication – Presenting work in a coherent and structured way, using citations and referencing.

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

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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.

Activity 1: Researching a product	
Time	60 mins (1 lesson)
Resources	Websites, Internet, computers, pens and notebooks
Task	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. • Learners have 30 minutes and they work in small groups of four members. • Teacher sets the parameters. For example, the mobile phone must be able to: Take and upload photos, connect to the Internet, be under $150, etc. • Learners should use the websites chosen by the teacher • They should present their findings to the whole class in 3 or 4 minutes • They have to say why their group's choice is the best
What to look for	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.
Class feedback	Class feedback can be elicited with questions such as: • What went well? • How do you know this? • What didn't go so well? • Why do you think this was? • What might you do differently next time? Teacher tells learners that this is evaluation and that they have just completed a mini-project.
Variation	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.

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Activity 2: Conducting primary research	
Time	120 mins (2 lessons spread over 2 weeks)
Resources	Pen and notebook
Task	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. • 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). • Pairs swap with another pair to gain feedback on their 10 questions (2 highlights and 1 area for improvement). • Learners make any improvements acting 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. • Learners give out their 10 questionnaires and tell their respondents they will collect them in a few days. (Before the next lesson). • In the next lesson, learners work in the same pairs to analyse the information from their questionnaires. • 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.) • 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.
What to look for	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.
Class feedback	Class feedback can be elicited with questions such as: • What went well? • How do you know this? • What did you learn from conducting this research? • What were the different (cultural) perspectives about this issue? • What didn't go so well? • Why do you think this was? • What might you do differently next time? Teacher tells learners that this is evaluation and that they have just completed a mini-project.
Variation	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.

Activity 1: Identifying and explain causes and consequences	
Time	60 mins
Resources	Pen and notebook Text about poverty
Task	Tell learners that they are going to identify and try to explain the causes and consequences of poverty. • Divide learners into four groups. Write 'POVERTY' on the board. • 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. 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). • Teacher gives learners a text and in their groups they discuss to identify and explain the causes and the consequences given in the text for the issue to do with poverty (it could be a text about food banks or homelessness) • Each group writes a summary about the causes and consequences of the issue in not more than 100 words. • Teacher assesses these and gives feedback next lesson
What to look for	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).
Class feedback	Class feedback can be elicited with questions such as: • What did you learn? • How might you identify a cause of an issue in a text? • How might you identify a consequence of an issue from a text? Teacher tells learners that this is analysis and they have just analysed a text.
Variation	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.

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Activity 2: Different (cultural) perspectives on an issue – Jigsaw method	
Time	60 mins
Resources	Pen and notebook Texts about the same issue from different perspectives (for example globalisation or population growth) Computers with presentation software (PowerPoint or Prezi)
Task	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) • Teacher divides the class into five groups and ask each group to read and discuss one of the texts for 15 mins. These groups become the class 'experts' on their text. • 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. • 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)
What to look for	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.
Class feedback	Class feedback can be elicited with questions such as: • What went well? • How do you know this? • What did you learn from this activity about different (cultural) perspectives? • What didn't go so well? • Why do you think this was? • What might you do differently next time? Teacher tells learners that this is evaluation and that they have just completed a mini-project.
Variation	Texts can be about any issue as long as they are about the same issue. Texts should be 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.

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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.

Activity 1: Comparisons	
Time	60 mins
Resources	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)
Task	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). • 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. • 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. • 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.
What to look for	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.
Class feedback	Class feedback can be elicited with questions such as: • What do you need to consider when evaluating a piece of work? • Why is feedback important? 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 help them progress and achieve more.
Variation	Teacher can use any learners' work to get learners used to evaluating.

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Activity 2: Evaluating sources and evidence	
Time	60 mins
Resources	Pen and notebook Computers and Internet access
Task	Tell learners that they are going to evaluate the reliability and credibility of a source of information they find on the internet. • 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. • Ask learners to make notes of any facts that they find out from their source of information. • 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). • 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 and expert? How do you know? etc.)
What to look for	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 a confident using search engines and making notes.
Class feedback	Class feedback can be elicited with questions such as: • What did you learn? • What do you need to consider when evaluating sources of information on the Internet? 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.
Variation	Teacher can use any global topic or search terms for this activity.

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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.

<table>
<tr><th colspan="2">Activity 1: Comparisons</th></tr>
<tr><td>Time</td><td>40 mins</td></tr>
<tr><td>Resources</td><td>Pen and notebook
Questions and KWL chart – learners can draw one or it can be on a worksheet with the questions.</td></tr>
<tr><td>Task</td><td>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.
<table>
<tr><th></th><th>K
I already know</th><th>W
I want to learn</th><th>L
I have learned</th></tr>
<tr><td>1</td><td></td><td></td><td></td></tr>
<tr><td>2</td><td></td><td></td><td></td></tr>
<tr><td>3</td><td></td><td></td><td></td></tr>
<tr><td>4</td><td></td><td></td><td></td></tr>
<tr><td>5</td><td></td><td></td><td></td></tr>
<tr><td colspan="4">Personal Perspective</td></tr>
</table>

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? Etc.
Teacher gives learners 15 minutes to complete the K column of their KWL chart.
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.
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.
Learners can then reflect on and discuss in pairs how their personal perspective on the topic/issue has changed or not and why.
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.
</td></tr>
<tr><td>What to look for</td><td>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.</td></tr>
</table>

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Class feedback	Class feedback can be elicited with questions such as: • Is the KWL chart a helpful way of getting you to think/reflect on a topic? • Why do you think this is? • What other strategies can you use that might help you reflect on a topic and/or on your learning? 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.
Variation	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.

Activity 2: Reflecting on own learning	
Time	30 mins
Resources	Pen and notebook Questions (3 or 4 should be sufficient)
Task	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. • 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: a) What did you learn from working with others? b) What are the advantages of working with others? Why? c) What are the disadvantages of working with others? Why? d) How might you improve upon your contribution to the group activity/project? e) What might you do differently next time? f) What are the most valuable points you have learnt? Why? • If working independently, questions could be: a) How did you feel about working on your own? Why? b) What helped you learn best? Why? c) What are the advantages of working independently? Why? d) What are the disadvantages of working independently? Why? e) What was the most valuable point that you have learnt? Why? f) How might you improve your learning next time?
What to look for	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.
Class feedback	Class feedback can be elicited for 10 minutes with questions such as: • Did you find it difficult to answer the questions? Why? • Do you think reflecting on your learning will get easier the more you practice it? • Do you think reflecting on learning is a valuable activity? Why? 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.
Variation	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.

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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.

Activity 1: Structuring written work	
Time	60 mins
Resources	Pen and notebook
Task	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. • 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.
What to look for	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.
Class feedback	Class feedback can be elicited on the key steps for doing a piece of writing: 1 Brainstorm all ideas on a topic. 2 Make an outline plan. 3 Put sub-headings. 4 Write a first draft without notes (this indicates whether a learner has gathered enough information). 5 Reread your first draft, editing out irrelevant and repeated points. 6 Put work into paragraphs. 7 Points make paragraphs – when there is a topic change, start a new paragraph. 8 Read through work then spell and grammar check. 9 Print a hard copy and reread – this is an essential step. 10 Make any alterations after reading the hard copy, then submit.
Variation	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.

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Activity 2: Citations and referencing	
Time	40 mins
Resources	Pen and notebook Computer and Internet access Text (s)
Task	It is important for the teacher to emphasise that learners need to write in their own words and cite and references all sources of information. • 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: *According to the World Wildlife Fund (2016) loss of habitat is the greatest threat to the biodiversity we enjoy today*. You might choose a variety of different types of text, e.g. a blog, an article from a newspaper, a research report, etc. • 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.
What to look for	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 help worksheet with guidelines on.
Class feedback	Class feedback can be elicited on what learners find difficult about citing and referencing.
Variation	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 a useful tutorial about citations and referencing on this website: http://ist.glos.ac.uk/referencing/harvard/index.html Any global topic can be used for this activity.

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2.2.7 Collaboration

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

Activity 1: Debating	
Time	60 mins (can run over 2 lessons: 1 for preparation and 1 for the debate)
Resources	Pen and notebook Computer and Internet access
Task	Debating is an excellent way for learners to work together to produce an argument as a team. • 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. • Teacher can write them all up on the board and have a vote for the proposal that the whole class wishes to debate. • 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. • Teacher tells learners the guidelines for the debate so that learners know what they have to do and allows time for questions. • Learners then have time to do research and put together their statements ready for the debate, which takes place in the following lesson. Guidelines are as follows but can be adapted as necessary: **Conducting the debate** 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: 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). 2 The first speaker on the affirmative team presents argument in support of the resolution. (2 minutes). 3 The first speaker on the opposing team presents argument opposing the resolution. (2 minutes). 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) 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) 6 Speakers continue until all arguments have been presented. 7 Time for teams to prepare their closing statements and rebuttals. (5 minutes) 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) 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) 10 The teacher makes a judgement about which team has won the debate. 11 Teacher declares their decision and gives reasons from their perspective. (1 minute) • A vote of all learners will be taken to determine the overall winners.

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What to look for	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 a 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.
Class feedback	Class feedback can be elicited on how well learners collaborated. Questions might include: • What went well and why? • What did not go so well and why? • How might collaboration be improved upon next time?
Variation	Teacher can ask learners to come up with their own proposals for debate. Any global topic can be used for this activity.

Activity 2: Picture activity	
Time	40 mins
Resources	Pen and notebook Pictures on A4 cut into four jigsaw pieces for each picture Sticky notes
Task	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. • 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. • 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. • Once they have found the rest of their group, they put the pieces of the picture together to form the whole. • As a group, they answer the questions: a) What is the issue? b) How do you know? c) How might this issue have come about? (causes of the issue) d) What might happen if the issue continues (consequences) e) What might be done to resolve the issue? (courses of action) f) If this were the issue for a Team Project, what might the aim be? g) What might an outcome be? • 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). • All work and sticky notes are passed back to the original team who discuss whether they agree with their feedback and why/why not?
What to look for	Teacher can circulate to see how learners are working together, answering the questions and discussing.
Class feedback	Teacher can give each team the assessment criteria for collaboration from the syllabus on page 25 for the team to discuss and decide which level (Level 1-3) they are working at for collaboration.
Variation	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

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. Sometimes teachers make a Learner Handbook for learners about IGCSE Global Perspectives with a section about the Team Project 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.
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 feedback 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.

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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

Global 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?			
In our Team Element:			
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 supports our outcome?			
In my Reflective Paper:			
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?			

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Is there a clear, well thought-out and appropriate balance between strengths and limitations?			
Have I suggested improvements to 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 my research findings and are these clear?			
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

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' communications skills. Listening, reading, writing and speaking are all important communication skills, but for summative assessment, writing skills are of particular importance. So 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:
https://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, 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

If only one teacher has been preparing learners for the Cambridge IGCSE/Cambridge OL Global Perspectives coursework, then this teacher should assess the Team Project of their learners as they will be a sole teacher and assessor.

We do advise that all teachers involved in the delivery of the Cambridge IGCSE/Cambridge OL Global Perspective courses undertake the online Coursework Training Programme which will familiarise them with the application of the mark scheme. This will help all teachers align their teaching to the assessment criteria from the outset.

Before marking the Team Projects, all teachers who will be involved in the process should meet to discuss the application of the assessment criteria. 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. The lead assessor coordinates this meeting. 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. It is only after this has been done that teachers can go away and mark their own Team Projects.

It is good practice if teachers swap groups and mark each other's Team Projects so they are not influenced by knowing the learners, but this is not always possible. The teacher who is nominated as the coordinator/lead assessor should take responsibility for coordinating the marking. 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. 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. 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. 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. It is only at this point that marks are recorded onto the Coursework Assessment Summary Form (CASF) for all candidates. 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. Marks on the ICRC, CASF and MS1 must be the same.

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Section 6: Assessment of internally assessed coursework

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 do 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 and Explanation need to show a full appreciation of the different cultural perspectives explored to meet the aim of the project. If different cultural perspectives are only shown in one or 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)

'Basic' teamwork (as described by the Level descriptors in Section 7 of the syllabus) involves the team choosing an aim and deciding who is going to do what. The team may be more organised at the start or end of the project. Where teams work together throughout the process in a sensible way and get to where they want to be, teamwork can be considered 'sound'. Where a team considers the best way of achieving what they are going to do, for example:

- by playing to the strengths of individual team members,
- considering reasons for roles and having a strong strategy for achieving their project aim,

'effective' teamwork is probably in evidence. The teacher will need to consider how effectively the team work together throughout the project when awarding a mark for collaborative ability.

6.2 The Personal Element – The Reflective Paper

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

The most accomplished work will contain a consideration of the strengths and limitations of both the project Outcome and the work processes undertaken by the individual. These reflections should be supported by evidence. This means they must be explained by use of example 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. Marking is positive so teachers should credit where there is evidence rather than penalising candidates for not having including evidence. If a learner's Reflective Paper fulfils all the criteria at this level, then the top mark should be awarded (20). Where elements of the 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.

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6.3 Submission of coursework

Once the work has been marked and internal standardisation has taken place, final marks can be recorded onto the CASF and MS1. The marks 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 work and the ICRCs for the sample only. The size of the sample depends on the size of the entry and this can be found in the 'Submitting Cambridge Global Perspectives' work,' guide to centres, available on the Teacher Support Site (TSS) https://teachers.cie.org.uk. It can also be found on the Samples Database at www.cie.org.uk/samples. Teachers should ensure that their sample extends from a sample of work from the learner with the highest mark to a sample from the learner with the lowest non-zero mark and work from a range of marks in between. Work of all examiners involved should be represented.

At the end of this document you will find an example Team Project with examiner comments indicating where the assessment criteria have been accessed in the evidence.

6.4 Moderation by Cambridge

Moderation by Cambridge mirrors the internal standardisation that should be done by a centre with more than one teacher and a large entry. Cambridge moderates a sample of a centre's work 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 Cambridge 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

Although the Individual Report is not internally assessed by teachers, it is good practice for teachers and their learners to know how to complete an Individual Report and 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 try to answer. These eight topics are repeated here for clarity:

- 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 to assessing research, analysis and evaluation and reflection.
At the end of this document you will find an example Individual Report with examiner comments that indicate where the assessment criteria have been achieved.

7.1 Preparation and structure of the Individual Report

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

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

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

1 Which of the topics and global issues from the choice of eight are of most interest to me?
2 Am I able to formulate a global question that can be answered from consideration of different perspectives?
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?

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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 global research question the learner will answer. It should be focused on a relevant global topic, with different perspectives clearly apparent. The question should not be too broad and should be manageable within the 2000-word count. A good way of getting learners to think about their question is to ask them the following:

- Is it global?
- Is it focused on different perspectives?
- Is it clear and concise?
- Does it have a manageable scope?

Teachers should give learners examples of questions to help them formulate their own. Each learner should have a different global question for their 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 there be surveillance of the internet by governments to prevent global terrorism? (Digital world)
- Is species invasion the main threat to global biodiversity? (Biodiversity and ecosystem loss)
- Are global influences affecting family life? (Family)
- Do belief systems influence society globally? (Belief systems)
- Is sustainable living important globally? (Sustainability)
- Does climate change affect communities? (Changing communities)
- Should animals be used for entertainment purposes? (Humans and other species)
- Can Fair Trade reduce poverty? (Trade and aid)

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 issues relevant to the global question
- propose course(s) of action
- evaluate sources of information to support arguments made.

When concluding their Individual Report, learners should justify their own personal perspective in answer to the question

- using evidence and reasoning.

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 Individual Report are as follows:

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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 and study of an issue or issues from different perspectives and viewpoints within perspectives about this issue in order to establish facts or draw conclusions.

Analysis – The breaking down of something (for example the causes and consequences of an issue) and exploring and explaining reasons for these causes and consequences.

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

Reflection – Thinking about and justifying your personal perspective using evidence and reasoning.

Communication – Presenting work in a coherent and structured way, using citations and referencing.

Perspectives

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

Analysis

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

Issues – their causes and consequences

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

Courses of action

Learners should suggest a way, or possible ways, forward. Answering questions like 'What could I/we/they do about it to prevent it/improve/ maintain …; How might we resolve, eradicate, promote, develop …?' is a possible starting point. It is not essential for the proposals for change put forward by the learner to be entirely successful as long as they have been formulated and developed in a logical way.

Selection of sources

When guiding learners about using sources within their 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.

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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 course(s) of action and evaluated the sources they have used to make their arguments. Sources should have been selected, accurately cited and referenced. The actual writing of the 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
3 Issue, analysis (causes and consequences), perspectives, course of action
4 Comparison of causes and consequences of issue
5 Evaluation of sources of information to support arguments
6 Conclusion
7 Reflection

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, advise learners to find a range to add depth to their work. These should come from different perspectives, for example, how China views the use of 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 an organisational skills and negotiate deadlines for the submission of the first draft and the final Individual Report.

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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. No work where plagiarism is suspected should 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 proof read 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.

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7.5 Checklist for the Individual Report

Global Topic			
Question/Title			
Does my research question as the title allow me to:	Yes	No	Notes
Consider different perspectives (local and/or national and global) and viewpoints within these?			
Analyse a balanced range of relevant information?			
Analyse the causes and consequences of issue(s)			
Compare causes and consequences of issue(s)?			
Propose relevant course(s) of action?			
Evaluate a range of appropriate and contrasting sources of information?			
Give my personal perspective and the reasons for it?			
In my Individual Report:			
Is there an introduction that explains the question and the issues 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?			

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Have I evaluated the evidence to support the arguments I am making?			
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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Section 8: Sample Individual Report

This sample Individual Report is one way you might advise your learners to write out their research findings in order to answer the question they have set themselves. There are other ways, so you can explore these with your learners. For example, the evaluation of sources might come in a separate paragraph before the conclusion.

As you read through this Individual Report, consider the comments made and how you might approach using this sample with your learners. You might also consider the verbal feedback you would give all learners in your class if you had taken in work like this as first drafts and wanted learners to improve on what they had done to get to the next level.

Given the relatively brief history of the internet, how much has it contributed to society?

Comment
This is a clear, concise focused global question that can be answered from the consideration of different perspectives. Consider what your response would be or the feedback you would give if one of your learners produced this question. How might they make it even more focused? Remember that learners should come up with their own question but you can ask them to play around with the words a bit. For example: How has the Internet contributed to society? What impact has the Internet had on society?

Introduction
Latest figures from the International Telecommunications Union (2015) show that global internet use increased from 6.5 to 43 per cent between 2000 and 2015 and that the number of homes that have access to the Internet increased from 18 per cent in 2005 to 46 per cent in 2015. This is a massive increase in the number of people who can access the Internet, and is due to the affordability of devices and connectivity and an increase in Internet provision. However, this still leaves the majority of households (54%) around the world without Internet access. With this in mind, this report sets out to explore how the internet has contributed to society and how it can continue to do so. Issues will be explored from global and national perspectives, drawing on perspectives from within my home country of China, which has seen an incredible rise in the number of Internet users in recent years (Wang and Lee, 2012).

Comment
The introduction sets out the issues the report intends to explore and gives the perspectives as global and national. It is also clear that the national perspectives will come from within China, which is the candidate's home country. The introduction should be about this length.

Issues
There are many issues to choose from when looking at the contribution the Internet has made to society, but I have chosen to focus on the impact the Internet has on sociability, education and inequality, as, after my initial research, I feel that these are the most significant.

Comment
Sub-headings help with the structure of the report and to focus the report. Three issues have been identified but the candidate has explained that there are many. They have also explained why they have chosen these three.

It is fine for candidates to switch between third and first person when explaining their choices and their perspectives in the conclusion.

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Sociability

The first issue is sociability. If we consider that the number of homes that had access to the Internet was 46 per cent in 2015, and this figure has probably risen since then, we could assume that the world is now more connected than ever before (Castells, 2016) and that sociability has increased as a result of this. For example, connecting with people from our own and other cultures via social media must help us become more global; looking at the world from different perspectives and viewpoints must make us more sociable.

Comment

This is the first issue and the candidate has given consequences of the use of the internet in terms of whether it has allowed us to be more sociable. The issue might also have been whether it has made us more isolated.

In an enormous country like China, being connected via the Internet has opened up new possibilities for meeting people outside of the region we live in (Wang and Lee, 2012). In fact, a relative of mine used an online dating site to meet her fiancé and they are getting married next year. This supports Wang and Li's conclusions that increased Internet usage increases sociability (2012). These conclusions being drawn after surveying data from China's first Internet user dating and marriage survey, which was conducted in 2008. This data claimed that 45.5 per cent of Chinese people have tried to find a husband or wife through dating websites, with roughly five per cent of married people saying that they met their spouse through the Internet.

Comment

The national perspective is introduced quite early in the Individual Report.
Some personal experience is included here and linked to the research.

Some say, however, that the Internet stops us from spending time with friends and family (Lemouse, 2016), but even though recent, it's not clear where the research to back this claim has come from. It might be that this is simply the author's opinion and the experience of people he spoke with before writing the article. However, research conducted by Nie (2001) does conclude that the increased use of the Internet results in less time spent with family and friends. At the same time, Anderson and Tracey (2001) found that those that didn't use the Internet had more face to face contact with family and friends, although this study was restricted to the United Kingdom. Even though Nie's research is quite dated now, it is still valid, because like Anderson and Tracey's study (2001), it is a reliable research study. More significantly, Castells (2016) claims that, 'the more sociable people are, the more they use the Internet'. Nie agrees, claiming that use of the Internet does not increase sociability, as people who use the Internet for social purposes are already sociable and participate in society. This is due to the level of education and finances they possess.

Comment

There is an evaluative comment here about the source. (Some say, however, that the internet…)
Another evaluative comment about the source. (Even though Nie's research…)
The language used indicates causes or reasons. (This is due to…)

Education

This leads us to the issue of education and whether the Internet has contributed to our knowledge and understanding of the world. We can argue that perhaps the greatest contribution the Internet has made to society is in the field of education. One reason for this is that learning has become mobile and we no longer need to be in one place at one time to study or access information (Chen et al., 2015). Various studies have shown that the use of mobile devices for learning is on the increase (Chen et al., 2015; Valk et al., 2010). These studies are not restricted to mobile learning in the developed world. For example, Valk et al., (2010) focused on the benefits of using mobile phones for education in Asia. They believe that there is evidence to show mobile phones are important in improving access to information. They are less certain about how mobiles can promote new learning, as barriers such as screen size, connectivity and language became apparent from their study.

In China, even though we are still quite traditional, there is a lot of belief that the Internet can offer a solution to our needs by providing free access to education. As a result, Massive Online Open Courses (MOOCs) are gaining in popularity (2014). One company provides short, instructional videos prepared by teachers. The founder of this company feels that the Chinese approach to further education is too rigid and that the videos are a more engaging way of learning than the dull lectures often associated with universities in China. In my

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school, we are fortunate to have access to computers and we often work as groups to create presentations and videos. At home, access to the Internet allows me and my friends to find out information to complement our school studies and has enabled me to do the research for this report. However, not everybody in my neighbourhood has the same access.

Comment
Education is the second issue.
Reason/cause. (One reason…)
The reason is backed up with evidence. (Various studies…)
The perspectives/viewpoints of the authors. (They believe that there is evidence…)
The national perspective about education. (In China, even though…)
The language of 'perspectives'. (…a lot of belief…)
The language of 'consequence'. (As a result…)
A viewpoint within a perspective. (The founder of this company…)
The local perspective. (In my school…)

Inequality

Despite the latest figures from the International Telecommunications Union (Press Release, 2015) indicating that global internet usage increased from 6.5 to 43 percent between 2000 and 2015, at least four billion people in the developing world; Africa, India and parts of Asia, remain offline. This source is reasonably up to date, but the figure is now probably different as the world of technology moves at a fast pace. The figure, however, clearly shows that although the Internet has contributed to society in terms of sociability and access to education, there is still inequality due to a digital divide, causing considerable problems for those countries affected. This results in them being at a disadvantage economically, educationally and socially. Economically, because they are unable to compete in the global market. Socially, because they are isolated from the rest of society, and educationally, because the people living in these countries do not have access to the range of information available online or online educational opportunities such as MOOCs and other online courses.

Comment
Inequality is the third and final issue. This might be the maximum amount of issues. You might even have two issues. Otherwise, more than three issues are difficult to explore from different perspectives in the word limit and do everything else required by the assessment criteria. The amount written signifies the greater importance of this issue as clarified by the conclusion.

A comment about the source. (This source is reasonably…)

The language of 'consequence'. (This results in them being at a disadvantage…)

Development of consequences. (Economically, because they are unable to compete…)

Digital inequality has come about because, unlike developed countries, including the United States and the United Kingdom who place a priority on digital literacy and have the finances to enable it, developing countries are often unable to afford the technology to enable their citizens to enjoy a reliable internet service. Both the initial start- up costs and the investment needed to maintain the service are too expensive for these countries. A course of action is, therefore, to make these more affordable, with developed countries subsidising developing countries. Businesses that want to buy services and goods from developing countries could help with Internet start- up costs. Consequently, developing countries would be able to develop. If they are put at a competitive and economic disadvantage because of a lack of internet access, schools cannot develop the information and technology skills that pupils need, both for accessing information to help with their education whilst at school, and for future study and employment. Many universities and employers are looking for the ability to be able to use technology for accessing information and services. Businesses are also unable to carry out business online, which puts their companies at a substantial competitive disadvantage within the global market.

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Comment
Reason for digital inequality. (Digital inequality has come about because…)

Two courses of action here, one as a global course of the action. It's not clear whether the other is on a national or global level. (A course of action is, therefore, to make these more affordable…)

Consequences. (If they are put at a competitive and economic disadvantage…)

Here in China, there is unequal access to the Internet (Chen, 2011). Whilst the wealthy in our society have the latest gadgets and are benefitting from advancements in technology, including being able to work from home thanks to technologies that allow for communication and collaboration, those without the means are struggling to pay for a limited connection and cannot afford to renew their technology every couple of years. They believe that this limits their opportunities as between 75% and 95% of jobs require some use of a computer, although these figures cannot be verified.

Comment
Not clear where the statistic (75% and 95%...) is from and needs a citation and reference.

There is also an increasing problem with not being able to access certain websites. Social media sites such as Facebook and Twitter are banned by the Chinese government. This causes a communication barrier for Chinese people trying to communicate with each other across our vast country and with other nationalities, leading to a feeling of isolation from family and friends who live in different regions and from the rest of the world. I found this out from a survey I conducted, and although only a small amount of data was generated, talking with family and friends can confirm my findings. This supports the point made by the British Digital Inclusion Champion, Martha Lane Fox (2015), who has stated that people feel less lonely and more confident when they are online. We can therefore claim that not being able to access the Internet leads to a sense of isolation as well as inequality. People therefore need to join together to sign a petition to lift the ban of social media sites and other websites.

Then there is the issue of the digital divide between the older and younger generations and this is becoming increasingly an issue in communities where some people have never really found a use for technology. They therefore lack the skills or confidence to use the Internet. Older people consequently miss out on opportunities to save money when shopping and access services and information online without having to leave their homes (Wakefield, 2010). With hospitals and doctors surgeries relying more heavily on technology to communicate with patients, those without the technology find it increasingly difficult to access the support and care they need. One idea might be for groups of young people to raise money to buy computers and internet access. They could then set up and advertise classes in their community and invite the older generation to help them use the Internet to realise the benefits of being able to access information and services.

Comment
National perspective. (This causes a communication barrier…)

Course of action, but not really developed. (People therefore need to join…)

Could identify which communities. (Then there is the issue of the digital divide…)

A fairly well developed course of action at a local level. (One idea might be for groups of young people…)

Conclusion

In conclusion, my perspective has changed a little because of the research I have done. The Internet has contributed greatly to society, with sociability and education both benefitting society as a whole. I think it is true that interacting with people from other cultures via social media makes you more cultured and worldly, but you can do this by travelling to other places. In fact, you can only experience different countries and cultures by meeting the people and enjoying the smells, tastes and sights and sounds of these places. The Internet is not the same, but does give some idea of the world beyond your own home and locality.

However, I have also learnt that we cannot say that the contributions the Internet has made to society are global, as there is still a sizeable amount of inequality in the world regarding access to information and

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services. As seen, improving knowledge and understanding to inform our points of view and increase tolerance, by having access to information and services are the most important positive effects of internet use. The world, therefore, needs to work together to provide equal access for all.

Word count 1940

Comment
It's clear where the conclusion starts from the sub-heading.

About own perspective and how it has changed because of the research done. (In fact you can only experience different countries…)

Final conclusion relating to the evidence gathered. (The world, therefore, needs to work together…)

Within the 2000-word maximum word count. (Word count 1940)

All references in a Reference List below.

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In this Individual Report, the comparison is between the reasons why the Internet has contributed towards society or not, and the consequences, because the question chosen lends itself well to that.

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In other reports, candidates might compare different causes and/or consequences of the same issue, depending on the question they ask as their title. For example if the report was: “How can we prevent Internet inequality?” then they would be comparing different causes of Internet inequality (e.g. start-up costs, lack of connectivity, maintaining connectivity, etc.) to work out which is the most significant and then propose a cause of action to tackle that one.

Teachers should be aware that the mark scheme allows either or a combination of both approaches and Cambridge will be interpreting it like that to be fair to candidates.

However, teachers should stress that candidates will need a plan so that they can get the most from their 2000 words maximum.

Examiner’s comments and marks for the Sample Individual Report

The Individual Report is marked by Cambridge examiners using the mark scheme. Within the mark scheme, tables A, B and C indicate the individual assessment criteria for each Assessment Objective. You can find syllabuses, question papers and mark schemes on Teacher Support https://teachers.cie.org.uk. You can obtain a log in to the site from your Examination Officer.

The level descriptors are arranged in ascending levels of achievement from 0–5. Cambridge examiners will make a best fit judgement on a candidate’s work, identifying those level descriptors that best describe the candidate’s response. Marks are awarded accordingly within the range distribution of the level.

Descriptor	Award mark
Consistently meets the criteria for this level	At top of level
Meets the criteria but with some slight inconsistency	Above middle and either below top of level or at middle of level (depending on number of marks available)
Just enough achievement on balance for this level	Above bottom and either below middle of level or at middle of level (depending on number of marks available)
On the borderline of this level and the one below	At bottom of level

The corresponding level descriptors for each of the marks given below have been reproduced from the Specimen Mark Scheme for examination from 2018. In the Tables reproduced below, the descriptors have been highlighted at the level of the performance achieved in the sample Individual Report.

Table A AO1 Research, analysis and evaluation (40 marks)

Level	Descriptors	Marks
5	*The candidate:* • Formulates a focused global question that can be answered from consideration of the perspectives (local and/or national and global), and different viewpoints within these. *In answering the question, the candidate:* • Researches and analyses a balanced range of relevant information from different perspectives. • Analyses in depth the causes and consequences of relevant issues and makes pertinent, well thought-out and successful comparisons. • Proposes well-developed and relevant course(s) of action, drawing clear and fully supported conclusions. • Evaluates a range of appropriate and contrasting sources of information to fully support the arguments made.	33–40

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Level	Descriptors	Marks
4	*The candidate:* • Formulates a focused global question that can be answered from consideration of the perspectives (local and/or national and global), and different viewpoints within these. *In answering the question, the candidate:* • Researches and analyses an appropriate range of relevant information from different perspectives. • Analyses in some depth the causes and consequences of relevant issues and makes appropriate and well thought-out comparisons. • Proposes developed and relevant course(s) of action, drawing clear and supported conclusions. • Evaluates a range of appropriate and contrasting sources of information to support the arguments made.	25–32
3	*The candidate:* • Formulates a global question that can be answered from consideration of the perspectives (local and/or national and global), and different viewpoints within these. *In answering the question, the candidate:* • Researches and analyses a range of information from different perspectives. • Analyses the causes and consequences of relevant issues and makes appropriate comparisons although these are not always well thought-out. • Proposes relevant but not always developed course(s) of action, drawing conclusions which are appropriate but some of which may not be adequately supported. • Evaluates a range of appropriate sources of information to support the arguments made.	17–24
2	*The candidate:* • Formulates a global question that can be answered from consideration of at least one perspective. *In answering the question, the candidate:* • Researches and analyses information from different perspectives. • Analyses some of the causes and/or consequences of relevant issues and sometimes makes appropriate comparisons, one or two of which are well thought-out. • Proposes relevant course(s) of action, with some attempt at drawing conclusions some of which are appropriate. • Evaluates some appropriate sources of information to partially support the arguments made.	9–16
1	*The candidate:* • Formulates a global question. *In answering the question, the candidate:* • Presents some relevant information. • Identifies some relevant causes and/or consequences of issues. • Proposes course(s) of action but these may be irrelevant or limited. • Evaluates sources of information but this is limited.	1–8
0	• A mark of zero should be awarded for no creditable content.	0

***Bullet 1** – Formulates a focused global question that can be answered from consideration of the perspectives (local and/or national and global), and different viewpoints within these.*

Candidates get help with the wording from their teacher for this, but should come up with their own question. As it suggests, the question should allow the consideration of other perspectives (global, national, local) and viewpoints (Scientists, Teachers, Farmers, etc.). Teachers can help with candidates' questions, but candidates should be able to answer their questions in their own way. Candidates might need to do

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preliminary research to see what sources of information are available which is why they need a plan that they can update.

This sample Individual Report would achieve Level 5.

Bullet 2 *– Researches and analyses a balanced range of relevant information from different perspectives.*

This descriptor focuses on the range of information from different perspectives there is in the Individual Report. In this Individual Report, it is considered that there is a balanced range of information from different perspectives (global and viewpoints within; national and viewpoints within, and local).

This sample Individual Report would achieve Level 5 for this criterion.

Bullet 3 *– Analyses in some depth the causes and consequences of relevant* issuesand makes appropriate and well thought-out comparisons.

For the issues, candidates should give reasons for or causes of the issue(s). Teachers should encourage the use of words like because, since, due to, as for reasons/causes. For consequences, using words like *as a result, therefore, thus and that's why* can be encouraged. When comparing causes and consequences, encourage candidates to consider which cause is more important, significant or has more impact and why or how it affects the situation in different ways. In this Individual Report, inequality is given more significance than sociability, and education is given more significance than sociability. It is not a requirement that candidates look at all the issues related to a global topic. It is good practice however, in the introduction, to say what issues the candidate will be looking at as this candidate does.

This Individual Report would achieve Level 4 as the issues are analysed in some depth (the candidate might have done better if they had chosen just two issues as they might have been able to analyse more in depth within the word count, with fewer issues).

This sample Individual Report would achieve Level 4 for this criterion.

Bullet 4 *– Proposes relevant but not always developed course(s) of action, drawing conclusions which are appropriate but some of which may not be adequately supported.*

The course(s) of action should develop from the analysis of causes and consequences. The number of courses of action is not relevant, but the quality and how they are developed in relation to the evidence is important. There are quite a lot of courses of action in this Individual Report. There could be fewer and they could be more developed, although they do relate to the evidence presented.

This sample Individual Report would achieve Level 3 for this criterion.

Bullet 5 *– Evaluates a range of appropriate sources of information to support the arguments made.*

You will need to work provision for this descriptor into your planning so that candidates can develop these skills in the classroom. Candidates will need to be on the lookout for a variety of different sources that they can evaluate. It also means that they will not only be using evaluation skills in the written examination, but in the Individual Report also.

There are some evaluative comments in this Individual Report. The candidate has evaluated a range of appropriate resources, and there is some evidence of contrast as there is a BBC report, an article from the Economist, and some research reports. The candidate has also commented on the local research they did and the sample size. They could more fully support the arguments made.

This sample Individual Report would achieve Level 4 for this criterion.

On reflection, for AO1, the Individual Report would be best placed towards the lower end of Level 5

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Table B AO2 Reflection (5 marks)

Level	Descriptors	Marks
5	Justifies personal perspective(s) using full evidence and reasoning.	5
4	Justifies personal perspective(s) using some evidence and reasoning.	4
3	Justifies personal perspective(s) using some evidence or reasoning.	3
2	Some justification of personal perspective(s) using some evidence or reasoning.	2
1	Limited justification of personal perspective(s).	1
0	A mark of zero should be awarded for no creditable content.	0

The candidate's personal perspective comes at the end of the Individual Report, after consideration of the issues and the other perspectives. The candidate discusses their learning and their viewpoint and how it has changed. The candidate has also answered their question and refers back to some of the evidence in the body of the report.

This sample Individual Report would achieve Level 4 for AO2.

Table C AO3 Communication (15 marks)

Level	Descriptors	Marks
5	• The report is very well-structured, cohesive and comprehensive. • Relevant arguments, evidence and perspectives are presented clearly and effectively. • Citation and referencing of sources are in a consistent format and complete.	5
4	• The report is well-structured and comprehensive. • Relevant arguments, evidence and perspectives are presented clearly. • Citation and referencing of sources are in a consistent format and mostly complete.	4
3	• The report is generally well-structured and comprehensive. • Relevant arguments, evidence and perspectives are generally presented clearly. • Citation and referencing of sources are mostly in a consistent format and mostly complete.	3
2	• The report is structured but at times difficult to follow. • Relevant arguments, evidence and perspectives are sometimes presented clearly. • Citation and referencing of sources is attempted but incomplete.	2
1	• The report lacks structure and is difficult to follow. • Arguments, evidence and perspectives are presented but lack clarity. • Little or no citation and/or referencing of sources.	1
0	• A mark of zero should be awarded for no creditable content.	0

Sub-headings have been used to help the structure, although the courses of action are embedded rather than detailed in a separate section, but there is an introduction and a conclusion. The candidate has also cited throughout the Individual Report and all the citations are in a consistent format in a reference list at the end of the Individual Report. Some citations are missing where you would expect to see them, however.

This sample Individual Report would achieve Level 4 for AO3.

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Section 9: Sample Team Project Outcome and Explanation

Global Topic: Sport and Recreation

Aim: Raise the importance of physical activity in teenagers to promote a healthy lifestyle

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Outcome

T5

HOW SPORTY (AND THEREFORE HEALTHY) ARE YOU?

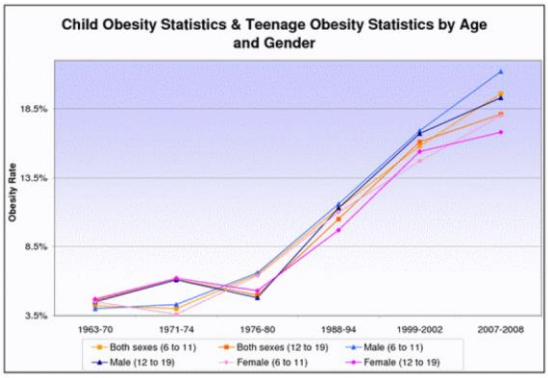
T1

The number of teenagers taking part in sport either in school or outside in a club is decreasing.

We are increasingly less likely to 'get active' as we get older.

Other distractions – school work, electronics, socialising face to face or online get in the way

At the same time, teenagers have never been more obese.....



http://www.bariatric-surgery-source.com/child-obesity-statistics.html

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T8

HTTP://WWW.SPARKPE.ORG/BLOG/HEALTHY-BODY-HEALTHY-MIND-THE-BENEFITS-OF-PHYSICAL-ACTIVITY-IN-SCHOOL/

The US department of Health and Human Services recommend that young people participate in at least 60 minutes of physical activity every day.

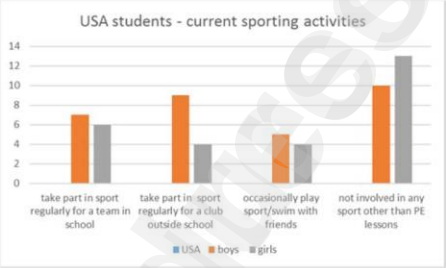
This can be through PE lessons, extra curricular sport, walking or cycling to school

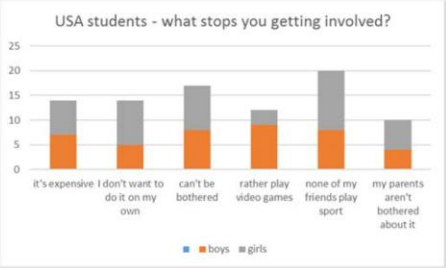
You do the Maths!

How much on average do you do a day?

T10

WHAT YOU SAID.....





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T18

SOME OF YOU SAID....

My friend stopped playing sport a while ago, so now I have too.

I am really busy at home especially in the evenings after school- too much homework and I like to relax on my PlayStation

I used to swim for a club but it got too much and too intensive- I do miss it though. I would like to do something with less commitment.

I walk to school everyday but don't do any formal sport

T12

We are not alone in this issue.....

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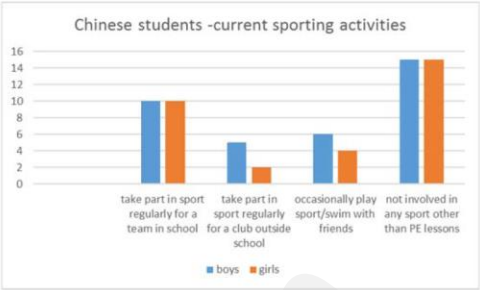
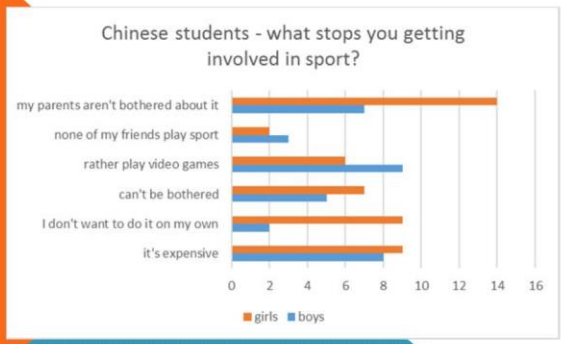
T14

CHINESE STUDENTS SAID.....





T16

China's government encourages participation in sports and trains talented athletes for international competition as well as provides facilities in urban areas for all to enjoy recreation. It has a Nationwide Physical Fitness Programme and aims for 955 of its school students to pass a National Fitness standard.

This programme aims to encourage children to participate in at least one physical activity each day, le
ave or keeping fit and have an annual health check up.
www.foreignercn.com/index.php?option=com_content&id=348:sports-in-china&catid=1:history-and-culture&id=

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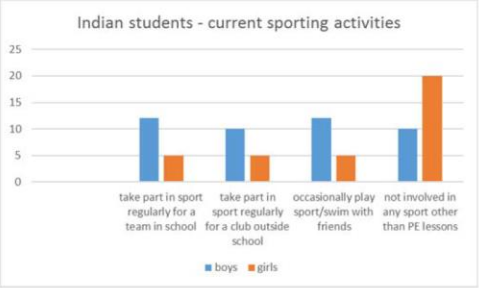
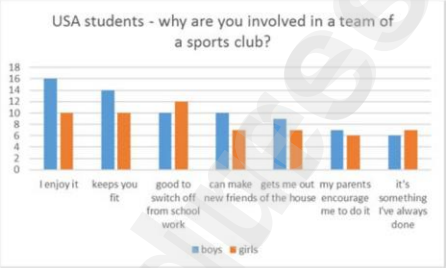
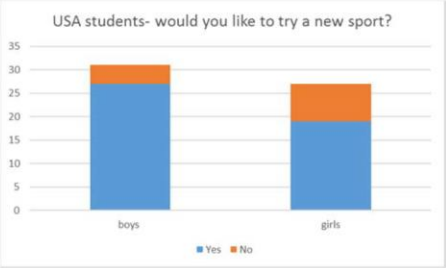
T17

INDIAN STUDENTS SAID.....



SO... AN OPPORTUNITY NOT TO BE MISSED.....





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Explanation

Fewer teenagers are taking part in sport in the curriculum and outside school for recreation and subsequently their well-being is at risk. My group are quite sporty- I play soccer and Sam and Nathan play basketball and tennis. We play in school but also after school and at the weekend. We know however that some of our friends do not take part in sport outside school and only get experience of sport in Physical Education lessons which are increasingly under pressure from other areas of the curriculum. Therefore, they are doing less physical activity and this together with a poorer diet could make them unhealthy both physically and mentally. We also wanted to know if this is an issue in other countries for teenagers with different cultures. We surveyed the students in our year group and those in the one above to see what their sporting habits were like. We sent out questionnaires to students in the same year groups in two schools that are linked to our own- one in China and one in India asking them the same questions. We wanted to find out what they thought about the sporting activities to see if there was a difference due to culture. We also interviewed the managers of three local sports clubs – swimming, basketball and athletics to gain their perspectives on teenage participation in their clubs. We thought this was useful to gain an outside more 'adult' perspective.

We delivered a presentation in assembly and organised a sports fair to encourage local clubs to promote their sports and give students a chance to try new sports and maybe join a club.

Word count 272

Bariatric surgery source (n.d.) *Child Obesity Statistics & Teenage Obesity Statistics: 1963 to Present* (online) http://www.bariatric-surgery-source.com/child-obesity-statistics.html (accessed 29/07/20160

Collaboration

Transcript of teacher's assessment of group work

The team worked quite well together and were able to work alongside each other showing cooperation most of the time. The team took some time to decide what they would be doing and what their outcome would be. Initially they wanted to do a poster campaign but could not decide how to measure its effectiveness. They then settled on a presentation and sports club fair one lunchtime. They had different roles in the group and presentation (although one member was away for this). They were able to complete their project despite some loss of focus in the middle when individuals tended to do their own thing.

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Personal Element- Reflective Paper

Evaluation of project outcome

I think we were quite successful in achieving our aim of raising awareness about teenagers not doing enough sport. I think the presentation had impact because it had photographs and short information pieces which made it easy to absorb the information; we surveyed a good number of the audience and read their feedback which showed they were immediately interested and the presentation was relevant to them. I think they were interested to see that similar issues amongst teenagers in other countries. We could have put a bit more in about India instead of just having one graph which doesn't say much about India as a whole but we ran out of time. Lots of people came to our sports fair after the presentation and 20 people who replied they did not do any sport, signed up to take part in a taster session. This means that we had an influence on them and had we not provided the chance to learn about the attitudes of teenagers to sport and try something new, they would never have done this. We spoke to these students after their trial and 50% of them were carrying on with the sport they had tried. The main limitation on impact is probably that we should have followed up the presentation with a survey even later to see if sporting habits had changed permanently. This way we would know for sure that students had taken on board our message.

Own work processes, contribution and learning

I sometimes worked alone researching because I was fed up with discussion. I think I did a good job on my area of work for example, I prepared the questionnaire to ask students at our school about their sporting habits and researched children and sport in the USA which is in the PowerPoint. I did this on time and was also able to show Sam and Nathan how to use the Excel spreadsheet to collate data and create the graphs from their questionnaires. I realised we could have surveyed a wider group of schools to include more cultural perspectives to ensure that this a common issue across all countries. I also think I would want to do some more research into the difference between girls and boys in each country and why in general boys tend to be more involved in sport in teenage years than girls. I know I should get down to research quicker so I don't rely on others too much or run out of time. Next time I will try to do this better by being more organised.

Linking with the different schools and the sports club was really interesting. For instance, I did not expect similar perspectives from teenagers in China and India; I learned that the issue of teenagers not doing enough sport is not just something in the USA but happening in these countries as well. Both Chinese and Indian students did some sports but not all of them and especially not the girls in India. I wondered if this was to do with cultural perspectives of sport not being seen as the right thing for girls and that they had other things to do at home. In both countries students said that cost is an issue of not doing sport outside school – it is expensive and there may also not be a tradition of it. The Chinese government's approach interested me the most as they have a definite plan to get people involved and also produce excellent athletes who can perform at world events. However maybe teenagers are the same the world over? Other things take their interest and as doing sport outside school may be uncool or even expensive; it might always be those who are more wealthy with pushy parents who take part more. It was also interesting to hear the point of view of local sports clubs who need teenagers to join and play so they can survive. These clubs were very happy to have new members and they said they had noticed a drop-off in teenagers coming along. They recognise that not everyone can afford the cost so were willing to consider ways to help poorer students to play their sport; it surprised me that the managers of the basketball and swimming clubs saw an opportunity to help 'keep kids off the streets' and reduce social problems in the local area. I realise that a much wider survey would be needed to definitely say what we have learned is true however we have a good picture locally and some idea of other countries' experience.

Benefits and Challenge of team work

I think that we worked quite well together – we did have a plan with some deadlines which gave us a guide as to who would do a certain task and when it needed to be done by. This was quite useful although we did not always stick to it. I think putting our ideas together at the beginning about what we wanted to do was good as Sam came up with some ideas that I had not thought of such as talking to local sports clubs to get an idea of their thoughts on this issue. Being organised in this way helped a lot. Nathan also remembered our link schools so we got our different cultural perspectives from teenagers in India and China and local sports clubs organisers. This shows that 'two heads are better than one' because I had not even though of this. It was difficult sometimes because we could not agree on how to present our information to students and eventually decided on the PowerPoint in assembly but it took a lot of discussion time which we could have used better on research. This made me feel frustrated and I got on with things myself instead. We

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asked the same questions to all schools to get consistency so we could compare them. This showed we were able to collaborate well at certain times. If we repeated this work I would be more forceful on deadlines to get things done to avoid just talking without actually producing anything.

Word count 997

Chen, B (n.d.) Sports in China

http://www.foreignercn.com/index.php?option=com_content&id=348:sports-in-china&catid=1:history-and-culture&Itemid=114

Team Project Commentary

Global Topic: Sport and Recreation

Aim: Raise the importance of physical activity in teenagers to promote a healthy lifestyle

AO3 Communication 10 marks

Team Element – Outcome and Explanation (4 marks)

1 Outcome: PowerPoint presentation showing different cultural perspectives about teenage participation in sport and sports club fair to encourage participation in more sports
2 Explanation: project aim, brief description of the outcome; information on surveying students in their own school and also in India and China.

Level	Descriptors	Marks
4	*In attempting to meet the project aim:* • Different cultural perspectives are clearly and fully communicated in both the Outcome and Explanation.	4
3	*In attempting to meet the project aim:* • Different cultural perspectives are communicated in both the Outcome and Explanation.	3
2	*In attempting to meet the project aim:* • Different cultural perspectives are communicated in either the Outcome or Explanation.	2
1	*In attempting to meet the project aim:* • Communication of different cultural perspectives is limited.	1
0	• A mark of zero should be awarded for no creditable content.	0

Commentary

The team element is within the word count of 300. The Outcome (PowerPoint) has information on learner perspectives in USA, India and China and images of sport in China. There is explanation of how these were obtained through surveys to school learners. The explanation also makes reference to linking with local sports clubs giving another perspective to draw on and develop the learners' developing knowledge in this area. **Level 4**

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3 Collaboration (6 marks available)

Level	Descriptors	Marks
3	*In attempting to complete the project:* • Team members were active and committed throughout the process. • There was evidence of effective teamwork throughout the process.	5–6
2	*In attempting to complete the project:* • Team members were active and committed most of the time. • There was evidence of effective teamwork during most of the process.	3–4
1	*In attempting to complete the project:* • Team members were active and committed some of the time. • There was evidence of basic teamwork some of the time.	1–2
0	• A mark of zero should be awarded for no creditable content.	0

Commentary

Based on the teacher's assessment of the group work where there is evidence of some effective group work and commitment from team members, a mark in **level 3** would be appropriate. Evidence held by the teacher would determine whether it is bottom or top of the level.

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Personal Element

AO1 Research, analysis and evaluation (20 marks)

Level	Descriptors	Marks
4	*The Reflective Paper shows:* • Full and in-depth analysis and evaluation of the strengths and limitations of the project outcome in achieving the project aim. • Full and in-depth analysis and evaluation of the strengths and limitations of own work processes. • There is a clear, well thought-out and appropriate balance between strengths and limitations. • Appropriate, thoughtful and consistent use of examples. • Well-reasoned and developed suggested improvements to own work processes and the project outcome.	16–20
3	*The Reflective Paper shows:* • Mostly in-depth sound analysis and evaluation of the strengths and limitations of the project outcome in achieving the project aim. • Mostly in-depth sound analysis and evaluation of the strengths and limitations of own work processes. • There is a clear and appropriate balance between strengths and limitations. • Appropriate and mostly consistent use of examples. • Well-reasoned suggested improvements to own work processes and the project outcome.	11–15
2	*The Reflective Paper shows:* • Some developed analysis and evaluation of the strengths **and** limitations of the project outcome in achieving the project aim. • Some developed analysis and evaluation of the strengths **and** limitations of own work processes. • The balance between strengths **and** limitations is sometimes inappropriate. • Some appropriate use made of examples. • Some suggested improvements to own work processes **and** the project outcome.	6–10
1	*The Reflective Paper shows:* • Limited analysis of the strengths **and**/**or** limitations of the project outcome in achieving the project aim. • Limited analysis and evaluation of the strengths **and**/**or** limitations of own work processes. • Weak use of examples. • The balance between strengths and limitations is sometimes inappropriate. • Some appropriate use made of examples. • Few suggested improvements to own work processes **and**/**or** the project outcome.	1–5
0	• A mark of zero should be awarded for no creditable content.	0

- **Strengths and limitations of outcome in achieving the aims:**

There is an attempt to evaluate how good awareness about sports participation was achieved both by analysing the content of the presentation itself and the feedback that students gave the team after the presentation. They were also able to gauge how effective their sports fair was by the uptake of students participating in club sports. There is an awareness of how to make sure the impact was long lasting (by a further survey some time later to see if membership of clubs has persisted). **Level 4**

- **Strengths and limitations of own work processes:**

The candidate writes about what they did well and not so well; there is some awareness of how work processes could be improved next time through better organisation but not a detailed account. **Level 3**

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- **Balance between strengths and limitations:**

There is a balance in amount of space given over to the strengths and limitations of the outcome and the candidate's own work processes. They are able to write in some detail about both without either dominating. **Level 4**

- **Use of examples:**

There are examples used to support points made – the use of 'for example' and 'for instance' in the text indicates this in There is also good reference to findings on China and the government's attitude to sport. **Level 4**

- **Suggested improvements:**

There are references to the outcome with more content 'We could have put in …' and also the process considering how to improve the survey and investigating a boy-girl question e.g. 'I realise we could have….'. **Level 4**

AO2 Reflection (25 marks)

Level	Descriptors	Marks
4	• Clear, insightful and balanced reflection on the benefits and challenges of working as a team. • Clear, insightful and balanced reflection on the strengths and weaknesses of own performance as a team member. • Clear, insightful reflection on what has been learned about different cultural perspectives. • Clear, insightful reflection on overall personal learning from the project.	20–25
3	• Clear, sound and balanced reflection on the benefits **and** challenges of working as a team. • Clear, sound and balanced reflection on the strengths **and** weaknesses of own performance as a team member. • Clear and appropriate reflection on what has been learned about different cultural perspectives. • Clear and appropriate reflection on overall personal learning from the project.	13–19
2	• Some appropriate reflection on the benefits **and** challenges of working as a team. • Some appropriate reflection on the strengths **and** weaknesses of own performance as a team member. • Some appropriate reflection on what has been learned about different cultural perspectives. • Some appropriate reflection on overall personal learning from the project.	7–12
1	• Limited reflection on the benefits **and/or** challenges of working as a team. • Limited reflection on the strengths **and/or** weaknesses of own performance as a team member. • Limited reflection on what has been learned about different cultural perspectives. • Limited reflection on overall personal learning from the project.	1–6
0	• A mark of zero should be awarded for no creditable content.	0

- **Benefits and challenges of working as a team**

There is a balance between strengths and weaknesses and some examples given of where thigs worked or did not. There is some insight into the dynamics' two heads are better than one'. **Level 4**

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- **Reflection on strengths and weaknesses of own performance as a team member**

The candidate articulates to some extent how the negative group dynamic of wasting time affected their work – they went off to complete work alone but they also appreciate how group members helped their learning by bringing ideas on link schools that this candidate had not thought about. Therefore, the reflection is balanced and insightful. **Level 4**

- **Reflection on learning about different cultural perspectives**

There is good reflection on learning from different cultures including those abroad and those locally. **Level 4**

- **Reflection on personal learning**

There is clear reflection on what they have learned themselves 'The Chinese government's approach interested me the most…' and 'maybe teenagers are the same all over the world?'. **Level 4**

AO3 communication (15 marks)

Level	Descriptors	Marks
4	• The Reflective Paper is very well-structured, cohesive and comprehensive. • Key personal research findings are presented clearly and consistently. • The connections between the team and personal elements are pertinent and clearly made. • Citation and referencing of sources are in a consistent format and complete.	20–25
3	• The Reflective Paper is generally well-structured and comprehensive. • Key personal research findings are generally presented clearly and consistently. • The connections between the team and personal elements are appropriate and clearly made. • Citation and referencing of sources are mostly in a consistent format and mostly complete.	13–19
2	• The Reflective Paper is structured but at times difficult to follow. • Key personal research findings are sometimes presented clearly. • The connections between the team and personal elements are often appropriate but at times lack clarity. • Citation and referencing of sources is attempted but incomplete.	7–12
1	• The Reflective Paper lacks structure and is difficult to follow. • Key personal research findings are presented but lack clarity. • The connections between the team and personal elements are weak and/or lack clarity. • Little or no citation **and/or** referencing of sources.	1–6
0	• A mark of zero should be awarded for no creditable content.	0

- **Structure, cohesion and comprehensive**

The report has clear headings to provide structure; there are clear paragraphs and it reads well providing evidence for all the assessment criteria. **Level 4**

- **Presentation of research findings**

Key personal research findings are presented clearly in the presentation. It is clear from the text in the personal element which aspect this candidate has done. **Level 4**

- **Connections between team and personal elements**

Team and personal elements are present – they are pertinent and clearly made throughout. **Level 4**

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- **Citation and referencing**

Citations and referencing are consistent and mostly complete; there is little citation of research, websites are pasted on the presentation. There is evidence of correct referencing. **Level 3**

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