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Cambridge Assessment International Education

Interactive

Learner Guide

Cambridge IGCSE™
Global Perspectives 0457

For examination from 2022

Version 1

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About this guide

This guide explains what you need to know about your Cambridge IGCSE Global Perspectives course, coursework and examination. You should use this guide alongside the support of your teacher.

It will help you to:

- ✓ understand what skills you will develop by taking this Cambridge IGCSE course
- ✓ understand how you will be assessed
- ✓ understand what we are looking for in the answers you write
- ✓ plan your coursework components
- ✓ research effectively
- ✓ prepare for the Written Exam

Cambridge IGCSE Global Perspectives gives you opportunities to find out about, and reflect on, key global issues from different perspectives: personal, local / national and global.

Cambridge IGCSE Global Perspectives encourages you to become more aware of global problems. It offers you opportunities to explore issues you are interested in; to work independently and to research on your own. It also gives you the chance to build your team-working skills of collaboration and co-operation as you work with others to explore solutions to local issues. The course is not about getting everybody to think identically; it is about finding out what others think and feel about the global issues of today, reflecting on different perspectives and taking others' ideas into consideration.

This course will encourage you, as a learner, to be:

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Section 1: Syllabus content - what you need to know about

This section gives you an outline of the syllabus content for this course. Ask your teacher for more detail about each topic.

The aims of the course are to help you to:

- become independent and ready to take your place in an ever-changing, information-heavy, interconnected world
- develop a grasp of global issues and their causes, consequences and possible courses of action
- enquire into, and reflect on, issues from different cultural perspectives, independently and with others
- work independently as well as part of a team, directing much of your own learning
- consider important issues from personal, local and/or national and global perspectives and understand the links between these
- assess information available to you and support your judgements with evidence and reasoning
- communicate and empathise with the needs and rights of others.

Make sure you always check the latest syllabus, which is available at www.cambridgeinternational.org

Skills overview

As a Cambridge IGCSE Global Perspectives learner, you will have opportunities to gain and apply a range of skills to support you in these challenges, including:

- researching, analysing, and evaluating information
- developing and justifying a line of reasoning
- reflecting on processes and outcomes
- communicating information and reasoning
- collaborating to achieve a common outcome.

You will explore stimulating topics that have global significance and learn to collaborate with others.

You will assess information critically and explore lines of reasoning.

You will learn to direct your own learning and develop independent thought.

Cambridge IGCSE Global Perspectives is focused on building skills rather than gaining knowledge. You will develop skills that will be useful for further study, work, and as an active citizen of the future.

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Section 2: How you will be assessed

You will be assessed using three components:

- **Component 1 – Written Examination**
- **Component 2 – Individual Report**
- **Component 3 – Team Project**

Components at a glance

This table summarises the key information about each component. You can find details and advice on how to approach each component in the 'About each component' section on the next page.

Component	Time and marks	Details	Percentage of qualification
Component 1 Written Examination	1 hour 15 minutes 70 marks	You answer all four questions based on a range of sources. Sources will present a global issue from a range of perspectives, personal, local and/or national, global. (See list of topics.)	35%
Component 2 Individual Report (Coursework)	60 marks (your teacher will give you the deadline date)	You research one global issue on a topic from the list provided. You submit a report on your research. You choose your own title. The report is written in essay-style and must be between 1500–2000 words.	30%
Component 3 Team Project (Coursework)	70 marks (your teacher will give you the deadline date)	You work in a team to develop a project related to one of the topics in the list provided. **Team Element:** As a team you produce one Outcome and one Explanation (of 200–300 words) (10 marks – all members of the team get the same mark for this part). **Personal Element:** You write a Reflective Paper on your own research for the project, your learning from the project, your own contribution and the experience of working with others. This paper must be 750–1000 word (60 marks).	35%

About each component

It is important that you understand the requirements of each component and how you should approach them. This is a general introduction. There is more detail on each component later in this guide.

Component 1: Written Examination

This is a formal examination. You have 1 hour 15 minutes to complete the whole examination. You are given source material to read, INSERT (Resource Booklet). You should read the booklet carefully and you must answer all four questions.

The source material will include claims, arguments and evidence from different perspectives on a global issue from the following topics:

Topics

- Demographic change
- Education for all
- Employment
- Fuel and energy
- Globalisation
- Law and criminality
- Migration
- Transport systems

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Component 2: Individual Report

You choose a topic from the list and find an issue within the topic that interests you. You decide on a research question and research different perspectives on this issue. You present your findings in the form of an essay (1500–2000 words). Your teacher will tell you the deadline for handing in your report. There are eight topics you can choose from for your Individual Report.

Topics

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

Component 3: Team Project

You work with a team of other learners to decide on a relevant local issue that your team would like to address. Your issue should be related to one of the topics listed below. You all research the issue in advance and collaborate and co-operate to decide on a suitable project. You work together to plan and carry out your project to achieve your agreed aim. As a team, you present an Explanation and an Outcome. You also write an individual Reflective Paper where you present your thoughts and experiences of doing the project and working with others.

Topics

- 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

Coursework

Coursework is practical or written work that you do during your course, on your own or as a group. It is submitted for assessment as part of the whole qualification.

In Cambridge IGCSE Global Perspectives there are two different pieces of coursework that you have to do as part of the qualification:

Individual Report (IR) – Component 2

You must think of a question to research. The question should be about an issue related to one of the topics in the list below. Choose a topic you are interested in.

When you have chosen your topic, you should do some general research to identify any issues related to the topic. For the IR an issue means a problem or a cause of disagreement. It is likely that you will have practised identifying issues in your class already.

Your issue should have some global effects. Your question should be about the issue.

The easiest questions to ask and answer (and also to research) are questions which can be answered Yes or No.

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Team Project – Component 3

The Team Project has two elements: **Team** and **Personal**

Team Element

The team will collaborate (work together) to produce one **Outcome** and one **Explanation**.

The **Outcome** is what you do or produce as a team, to achieve your aim. If your aim is to raise awareness, your outcome could be a poster campaign, an assembly, or a video shown to particular people. Only **one Outcome** should be produced.

The **Explanation** is a piece of writing produced by your whole team. It should include: the **project aim**, a brief **description** of your **Outcome** and an explanation of how research into different **cultural perspectives** has helped you to decide on / supports your Outcome.

The **Explanation** can be **up to 300 words**. Any writing after the first 300 words will not be read or credited.

The **Outcome** and **Explanation** are **marked out of 4** and are used to test your ability to communicate.

There are **6 marks** for working as a team to complete the Project. Your teacher will observe you and give a mark to your team for **collaboration**.

The **Outcome** and **Explanation**, and **Collaboration** are team marks. Each member of your team will get the same mark for these.

Personal Element

Each member of the team will write and submit a separate Reflective Paper. There is an example of a Reflective Paper in this Learner Guide, with some explanations of what you have to do.

The Reflective Paper can be **up to** 1000 words. **Any writing after** the first 1000 words will not be read or credited.

The Reflective Paper is **marked out of 60**.

You will be assessed on your skills in research, analysis and evaluation, reflection and communication.

You will receive your own mark for your Reflective Paper, as you will do this on your own.

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Section 3: What skills will be assessed

The areas of knowledge, understanding and skills that you will be assessed on are called **assessment objectives** (AO).

The examiners assess the following skills areas (**assessment objectives**) in the three components

- Research, analysis and evaluation
- Reflection
- Communication and collaboration

You will find explanations of some words in the Glossary at the end of this guide.

Assessment objectives (AO)	What does the AO mean?	What do you need to be able to do?
AO1 Research, analysis and evaluation	Finding and presenting relevant information. (Research) Explaining the details of your findings. (Analysis) Assessing the quality of the arguments and evidence you have found. Explaining how and why they are more or less convincing. (Evaluation)	• research global issues, their causes, consequences and possible course(s) of action • use evidence to support claims, arguments and perspectives • identify and analyse issues, arguments and perspectives • analyse and evaluate the evidence and reasoning used to support claims, arguments and perspectives • analyse and evaluate sources and/or processes to support research, arguments, perspectives and an outcome • support an argument, a perspective, course(s) of action or outcome with logical reasoning.
AO2 Reflection	This means you will be assessed on your skill in presenting your own ideas and views, showing your thoughts about others' perspectives and/or your own experiences.	• think about different perspectives objectively and with empathy • support personal perspective(s) with evidence and reasoning • think about how research, engagement with different perspectives and working as part of a team, have influenced personal learning.
AO3 Communication and collaboration	This means you will be assessed on your ability to present material clearly (communication) and work with others co-operatively (collaboration).	• select and present relevant arguments, evidence and perspectives clearly and with structure • present research, and include citations and references • contribute to the shared aim and outcome of the Team Project.

It is important that you know the different weightings (%) of the assessment objectives, as this affects how the examiner will assess your work. For example, AO1 is worth 100% of the total marks in Component 1, and 67 % of the total marks in Component 2. Component 3 it is worth 28% of the total marks. AO2 is worth 8% of the marks in Component 2 and 36% of the marks in Component 3. AO3 is worth 25% of the marks for Component 2 and 36% of the marks in Component 3.

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Section 4: Component 1: Example candidate response

This section takes you through one question and learner response from **Component 1 Written Examination** – June 2018, Paper 12, Question 4. It will help you to see how to identify instruction words within questions and to understand what is required in your response. An instruction word or phrase is the part of the question that tells you what you need to do with your knowledge. For example, you might need to describe something, explain something, argue a point of view or list what you know. In Component 1 you will answer four questions in total.

All information and advice in this section is specific to the example question and response being demonstrated. It should give you an idea of how your responses might be viewed by an examiner but it is not a list of what to do in all questions. In your own examination, you will need to pay careful attention to what each question is asking you to do.

Mark scheme

The mark scheme for Question 4 has five levels of criteria – **Level 5 Very good response** to **Level 0 No marks awarded**. This is part of the mark scheme and shows you the criteria needed to gain high marks in your answer.

Level 5 (20–24 marks) Very good response	Learner-friendly explanation
Clear, well supported reasoning about the proposed course of action.	Be very clear about which action you think is best. Give details, explain and discuss this action.
Different arguments and perspectives are clearly considered.	Discuss the other actions. Explain why they might also be good. Mention who might prefer the other actions. Give reasons why they might prefer them. Be clear about why the other actions are not as good as your choice.
The response contains a wide range of clearly reasoned points and/or evidence to support the views expressed, with four (or more) developed points, and some undeveloped points.	Give a range of different points (reasons and explanations) about your choice. Make at least six different points. Explain and give evidence for the points you make. At least four of your reasons should be fully developed with discussion / explanation and evidence.
The response is very well-structured and a clear judgement is reached.	Your answer should be planned. It should have a clear introduction that states which action you have chosen. You should divide up your answer so that each point / reason is in a separate paragraph and it should be easy to follow. You should write a conclusion at the end, summing up your argument in a short paragraph. You should clearly state again which action is best in your opinion.

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Question 4 (24 marks)

Resource booklet (source material)

Source 1

Countries across the world are becoming more connected and more dependent on each other. This is globalisation.

Causes of globalisation		Consequences of globalisation
Faster communication		More international cooperation
Improved transport		Access to food from other countries
More free trade		Experience of other cultures
New technology		Growth of multinational companies

Source 2

One of the main consequences of globalisation is rapid change. Most research has shown that the pace of change is increasing.

The rise of digital technology has improved communication – faster and better quality. Social media connect people across the world very quickly. We can share ideas, perspectives and culture very cheaply and at the touch of a button.

Financial trading happens instantly through computers. Improved transport means people and products can move quickly to all parts of the world.

Source 3: Globalisation is good for everyone

A recent report from an international organisation says globalisation is good for everyone.

Globalisation can create economic and social development for people in all countries. The movement of people, goods and services increases trade and creates wealth. More jobs are available and economies improve. Governments will have more money to spend on schools and hospitals.

The sharing of technological developments will help everyone. International collaboration will help to solve world problems like poverty and disease.

Learning about other cultures makes people more respectful. Conflict and war may be prevented.

Extract from a newspaper article published in Africa in 2016

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Source 4: A television debate about globalisation

Brigita

Globalisation brings many dangers. It does not help us.

My father lost his job on a farm when tractors were introduced. He loved working outside in the fields. Now he can only get work in a factory. He did not like this change.

Recently people have started arriving from overseas. They take our jobs and take over our shops. You only hear foreign voices in the streets. Schools and hospitals have become overcrowded. This cannot be right. Migration should be stopped.

We will lose our heritage and culture – our way of life is better than other people's and must be preserved at all costs.

Davor

I am sorry but I do not agree. Globalisation and the movement of people will bring greater wealth to many people.

Our old jobs were hard and did not pay well. New machines from abroad have increased the number of things we can make and therefore our profits. Wages are rising and I can now send money to support my elderly parents who do not have a pension.

There are many new opportunities for education as the government can afford more schools and universities. There may be some costs and change is difficult at times, but globalisation improves our lives and takes us out of poverty.

The study by Professor Anya on migrants this year shows how they give more money to us than they take away. The Open Borders organisation supports migration between countries. They say that the movement of people brings workers and skills for jobs that local people cannot do.

The World Trade Organisation highlights the benefits of global trade, sharing knowledge and the free movement of people between different countries. The International Monetary Fund encourages cooperation between countries to support development. Globalisation brings many benefits.

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Read the information in the accompanying Resource Booklet and answer **all** questions.

4 Your government wants to benefit from the opportunities of globalisation.

The following actions are being considered:

- build a new airport and other transport links
- improve training in information technology
- allow more people from abroad to live and work here.

Which one of these actions would you recommend to the government, and why?

state – clearly write down your recommendation. The examiner needs to be sure which you have chosen from the three actions listed above.

give reasons – explain why you have chosen this action. You must give more than one reason for choosing the action you have chosen.

In your answer you should:

- state your recommendation
- give reasons to support your choice
- use the material in the sources and/or any of your own ideas
- consider different arguments and perspectives.

use the material – your answer must clearly mention the sources you have read so that what you write is clearly linked to the source material. Your ideas must be connected to the topic and the question you are answering.

consider – you must discuss at least one of the other options, explaining why one or more of them might be chosen or considered the best by someone else, to show that you have thought about and understood different views on the issue.

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Example candidate response

Example Candidate Response – middle	Examiner comments
I believe the government should allow more people from abroad to live and work here. This is chosen because it requires the least amount of investment in terms of money ~~as it doesn't require~~ compared to options 1 & 2. It also will bring results faster as it won't take as long to set up. There is also no financial loss if this doesn't help out. This option will also bring many foreign ideas to the country. Migrants are more likely to pursue an entrepreneurial job in a foreign country, statistics have proven this, thus making more jobs for people. This will also make it easier for TNCs to work here so even more jobs are created by their arrival.	1 The candidate states which action will be recommended to the government. This makes their judgement clear. 2 Two reasons are given for the recommendation but these are not developed or explained. 3 The candidate introduces another reason linked to the introduction of new ideas as a result of immigration and the sharing of cultures/knowledge/skills however, this is not explained. 4 The reasoning continues with some exploration of the impact of immigration on the number of jobs in the country, through new businesses/entrepreneurs and transnational companies. There is implicit reference to the material from Source 4. This paragraph represents a developed point in the argument.

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Example Candidate Response – middle	Examiner comments
Further, this attracts foreign investors as the country is viewed to be foreigner friendly and so more bushesses will be developed. (5)	(5) Another briefly developed point.
Tourists visiting family will also increases improving the economy. (6)	(6) Another relevant point, but it is not developed.
Citizens will also get more foreign influence, making them more openminded and accepting of new cultures. The country will also become more diverse and full of ulture. (7)	(7) The impact of immigration on cultural diversity and attitudes to others is described assertively.
International image improved. (8)	(8) The response ends abruptly without a concluding section that draws the argument together.

Mark awarded = 14 out of 24

Examiner comment

The candidate states clearly, right at the beginning, which action they have chosen.

The candidate gives a range of clear reasons, (less investment, faster results, foreign ideas, foreign investment, tourism, diversity, international image) but does not give detailed explanations of all the reasons. (Why does it require less investment? for example). Some reasons are just stated without any explanation at all.

The candidate refers indirectly to the material from Source 4 in the third paragraph. This is a Reasonable response and is given a mark at Level 3 of the mark scheme.

Level 3 (10–14 marks) Reasonable response
Some supported reasoning about the proposed course of action. Different arguments and perspectives are included.
The response contains some points and/or evidence to support the views expressed, with two (or more) developed points, and some undeveloped points.
The response is structured but at times difficult to follow and an attempt is made to give an overall judgement.

How the candidate could improve the answer

The candidate could mention / quote more material from the sources as evidence.

The candidate could give more details and explain more why they chose the action – so more of the reasons can be clearly understood.

The candidate could write a conclusion at the end to make it easier to follow their ideas.

The candidate could discuss different perspectives, giving more detail about the other actions. The candidate could explain why other people might prefer the other actions, or think they are better. The candidate could give some local and national perspectives; or compare the different options for action in more detail.

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Common mistakes (Component 1)

Some candidates

- do not mention the chosen action directly (in the introduction and conclusion.)
- do not explain their ideas directly. This means the examiner cannot easily understand these candidates' ideas and explanations. The examiner has to guess what they think or what point they are trying to make.
- do not discuss what might happen, what the result might be, if the chosen action is carried out.
- only give one or two reasons to support their argument.
- just give a list of points without explaining or giving any details.
- assert ideas (give an opinion or make a statement) without giving evidence for the statement or giving reasons for the opinion.
- copy out sentences and phrases from the sources but do not use the information from the sources to explain or discuss or support their ideas.

General advice (Component 1)

To do your best when answering Question 4; take a little time to plan your answer and:

1. Make sure you state clearly which action you have chosen. Start your answer with a sentence saying something like: 'I would recommend the government to let more people come here to live and work'.
2. Give your reasons clearly and simply.
3. Explain your reasons. If you write something like: 'it would be good for the economy' you should explain how or why it would be good for the economy. A simple explanation is enough.
4. Write about what will happen if the government chooses this approach. Imagine the future effects.
5. Try to give at least six different reasons. At least four of these should be fully explained. (See points 3 and 4 above.).
6. When you give an opinion or a fact, you should explain it and give reasons or evidence for your opinion or to support the fact you have stated.
7. You should use information from the sources in the INSERT (Resource Booklet): You can quote the source directly or write in your own words. It is helpful if you say which source you are using. For example: 'Digital technology lets us share ideas cheaply and easily (source 2)….' Or 'Brigita says people from overseas take jobs from her people'. You should show clearly how this information supports your ideas. You can use it in a discussion of your ideas, or you can explain how it supports your argument.
8. Make sure you also discuss some of the other options so that you give a balanced answer. You should show that you have thought about why those might be good options, or why someone might prefer them. It can help if you compare them with your choice.
9. Organise your answer in separate paragraphs so that it is easy to understand and follow.
10. Write a conclusion to remind the examiner of what your choice was, and why. It can be a short, simple conclusion, one or two sentences is acceptable.

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Section 5: Component 2: Example candidate response

This section takes you through some examples of parts of Individual Report (IR) work submitted by Cambridge IGCSE Global Perspectives candidates. It will help you to understand some of the criteria and what is required in your IR. All information and advice in this section is specific to the IR. It should give you an idea of how your responses might be viewed by an examiner.

Total marks for the IR is 60 marks. The mark weightings allocated to each of the assessment objectives are:

AO1 – 40 marks

AO2 – 5 marks

AO3 – 15 marks

Candidates write an Individual Report on one global topic from a choice of eight. With the guidance of your teacher, you can choose from one of the specified topic areas in the syllabus and devise a global research question. Candidates use this question as the title for their report. The report must be 1500–2000 words.

Mark scheme

Mark scheme criteria	Learner-friendly explanation
Research, analysis and evaluation 40 marks	
Researches and analyses a balanced range of relevant information from different perspectives.	You should present different perspectives. At least one global and one national. These should be supported with explanation and information you have found about the issue.
Analyses in depth the causes and consequences of relevant issues and makes pertinent, well thought-out and successful comparisons.	You should write about the causes and consequences of the main issue. You should explain and give examples and information about both causes and consequences. You should include some comparison.
Proposes well-developed and relevant course(s) of action, drawing clear and fully supported conclusions.	You should present a course of action that might solve either the main issue, or the cause of the issue or some of the consequences of the issue. You should give details of who might carry out the course of action and how it might be done and what effect it might have.
Evaluates sources of information, making three or more appropriate and developed points of evaluation.	You should evaluate some of your sources. You must make different points about them. You will not be credited for repeating the same point about different sources.
Reflection: 5 marks	
Justifies personal perspective(s) using full evidence and reasoning.	You should write about what you have learnt and how your perspective has changed by doing this research. You should discuss how you have been affected by the information you found out, the different perspectives you read and the sources you used.
Communication: 15 marks	
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.	• You should plan your essay so that it is easy to follow your argument. • You should present the different elements clearly – you can use sub-headings. • You should use one method to show your references. You should give references for all sources you use in your essay.

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Title for report

Topic: Changing Communities

Should it be mandatory for all countries to accept refugees?

Examiner comment: This question raises a global issue. As it says '*Should…?*' we understand that this is a question that people have different views on and it can be answered Yes it should / No it shouldn't.

Example candidate response

A refugee is a person that has been forced to flee their home countries due to war, violence or out of fear of persecution" (UNHCR, 2016). As of 2016, 65 million people have been forced to flee their homes and become refugees (Yeung, 2016), taking refuge in countries all over the world. From this statistic we can see that this topic has become a global issue and action needs to be taken.

Examiner comment: The candidate gives us an introduction that shows this is a **global issue**. The introduction mentions some of the **causes** of the refugee crisis. (War, violence, etc.)

The economic impact that refugees have on their host countries is heavily debated. (Taylor et al., 2016). According to a 2015 article written by the CNN, the strain on Germany and Europe is too much for them to sustain over a long period of time (Yan, 2015). Germany accepted over 800,000 refugees and spent nearly $6.7 billion on them (Yan, 2015), people are worried that they will not be able to continue supporting them at the pace they're doing now. But, according to UNHCR, the united nations refugee agency, when refugees enter their host country they create both positive and negative impacts on the economy, they take the stand that it is mostly a strain on the economy ("Social and economic impact of large refugee populations on host developing countries", 1997). This backs up Yan's statements that countries cannot sustain their refugee population.

Though the strain on countries around the world that accepting refugees is large, the consequences they have can be a good thing for their economy (Matsangou, 2015). …

In America last year refugees had contributed more in tax than what they cost in public benefits, $63 billion more to be exact (Breene, 2018). Refugees that get jobs are beneficial to the economy as they fill the hardest jobs, 1 in 5 refugees work in manufacturing and are twice as likely as US citizens to work in general services (Breene, 2018).

Examiner comment: Here the candidate shows us that there are different **perspectives** on this issue. These are both **global perspectives**.

The candidate presents opinions about the world situation and supports those opinions with information and explanation.

The candidate also explains some of the positive **consequences** of accepting refugees. (Taxes, the hardest jobs, etc.)

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I believed that refugees could have a positive impact on an economy. Putting myself in their shoes, I wouldn't want to waste a minute where I could of earned money to support myself or my family so it makes sense that refugees would want to work as soon as possible.

Examiner comment: Here is one example of evaluation. The candidate evaluates one or two of their sources.

Refugees are more likely to flee to a bordering country, for example, the top three countries that hold the majority of Syrian refugees are Turkey, Lebanon and Jordan, all of which border Syria (Martinez, 2015). Though this article was written three years ago the information is still relevant today and can be backed up by multiple other sources including UNHCR in a 2016 report which states "countries in the region are hosting the largest numbers of Syrian refugees."

Examiner comment: In this paragraph the candidate states their **own perspective**, explained with some reasoning. This source evaluation explains that though the source is not new, the information is relevant – which means it supports part of the argument. Also, it is backed up by other sources the candidate has seen, and an example is given to prove this point.

If a country's GDP is low we can conclude that their economies state. is not in the best position to look after refugees and create liveable conditions for them. Though countries like Singapore where their GDP is fairly high but their land mass is low, it is not sustainable for them to accept refugees. Instead they should be able to contribute to countries like Jordan, which already has a large population of refugees, through aid, money or people

Most refugees want to return to their home country when it is safe enough ("'All refugees want to go home someday' – UNHCR spokesperson and author Melissa Fleming", 2017). This is why it is not a good option to send refugees to countries that are far away from their home country. Though Japan has a high GPD it is not logical to ask them to take in Syrian refugees. But then, is allowing countries bordering one where people are fleeing from to take on the burden by themselves a good cause of action? No, of course not, but if countries that are not directly involved contribute in other ways, such as money, the burden would lessen and help to make everyone in the country feel stable.

Examiner comment: Here is part of the explanation of a **possible course of action** to improve the situation which the candidate comes up with.

I think my view on the issue has changed. Originally I thought that I was going to say "yes! It should be mandatory for countries to accept refugees." But after looking at different viewpoints and articles, I've come to the conclusion that no, it should not be mandatory. Though, of course, I do think that more needs to be done about the refugee crisis. I don't think it is fair on both the refugees and the host countries, because if it was compulsory, like I stated countries like Japan would be taking in Syrian refugees which I believe is not a

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logical solution. I still consider refugees to have a positive impact on an economy and think that if it is what the refugee wants, they should be able to integrate into a country that allows them to use their full potential.

Examiner comment: At the end of the essay, the candidate sums up with a conclusion that **reflects** on what they have learnt, what their own perspective is and how their perspective has changed.

UNHCR 1997, Social and economic impact of large refugee populations on host developing countries. Accessed 18 April 2018, www.unhcr.org/excom/standcom/3ae68d0e10/social-economic-impact-large-refugee- populations-host-developing-countries.html

UNHCR n.d., What is a Refugee? accessed 10 April 2018, www.unrefugees.org/refugee-facts/what-is-a-refugee/

Yan, H 2015, Are countries obligated to take in refugees? In some cases, yes, accessed 15 April 2018, https://edition.cnn.com/2015/09/08/world/refugee-obligation/index.html

Yeung, P 2016, Refugee crisis: Record 65 million people forced to flee homes, UN says, accessed 14 April 2018, www.independent.co.uk/news/world/europe/refugee-crisis-migrants-world-day-un-a7 090986.html

Examiner comment: After the essay, the candidate gives us a **reference list**. Here are the last few references: the candidate has arranged their list in alphabetical order.

Examiner comment: It is important that **all the sources** you use are mentioned. A reader should easily be able to tell what is yours, (your own thoughts, discussion and explanations) and what is material you have researched.

This candidate has used citation (name of author and date in brackets) and then put all their references at the end in alphabetical order.

You can do that, or you can put numbers in the text and put your references in a numbered list in order of when they appear in your essay. So, the first source would be numbered 1 in the text and in the reference list.

When you find material online, you should give the web address and the date you accessed it.

Mark for AO1 Research, analysis and evaluation = 33 out of 40 (bottom of Level 5)

The candidate achieves Level 5 in the mark scheme for the following criteria:

- 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.
- 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.

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- Proposes well-developed and relevant course(s) of action, drawing clear and fully supported conclusions.

The candidate achieves Level 3 in the mark scheme for the following criteria:

- Evaluates at least one source of information, making one appropriate and developed point of evaluation.

Mark for AO2 Reflection = 4 out of 5 (Level 4)

The candidate achieves Level 4 for reflection as they justify their personal perspective using some evidence and reasoning.

Mark for Communication = 14 out of 15 (Level 5)

The candidate achieves Level 5 in the mark scheme for the following criteria:

- Relevant arguments, evidence and perspectives are presented clearly and effectively.
- Citation and referencing of sources are in a consistent format and complete.

The candidate achieves Level 4 in the mark scheme for the following criteria:

- The report is well-structured and comprehensive.

Total mark awarded = 51 out of 60

Common mistakes (Component 2)

- A research question which is too difficult to answer, too vague or just about one country, so that it is not about a global issue.
- No issue in the research question, or in the introduction. Just a general topic.
- Descriptive essays. Candidates just gave a lot of information with no discussion about what anyone thinks about their issue.
- Not addressing one or more of the assessment criteria, especially **course of action**, **reflection** and **evaluation**.
- No perspectives. Some candidates gave information about countries and described situations instead of explaining what anyone thought or felt about the issue.
- No causes. Some candidates did not provide any explanation about why the issue had happened, or what might make people behave in certain ways.
- No sign of analysis: no explanations or discussions – just lots of information.
- Courses of action listed or not relevant (nothing to do with the issue, the causes or consequences).
- Muddled / disorganised essays – showing lack of planning. These are difficult to read and follow. Sometimes candidates wrote separately about different issues and this meant it was difficult to follow the whole essay as an argument.
- Undeveloped points. When candidates wrote about several issues, they did not have enough words to give details about each one. They sometimes made statements but did not give examples, explain or discuss.
- No reflection or explanation of how the research, analysis and perspectives affected candidate's personal perspective.
- No sources mentioned in the essay, so it is not possible to know what is researched material, and what is the candidate's own thoughts.
- Reference list not complete or not relevant to the sources mentioned in the text.

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Section 6: Component 3: Example candidate response

This section takes you through an example of a **Reflective Paper** from a candidate's **Team Project**. It will help you to see what is required and how you can go about writing your own Reflective Paper.

The Personal Element of the Team Project, the Reflective Paper, has a total of 60 marks – weighted at 30% of the total marks available for the qualification.

AO1 – 20 marks

AO2 – 25 marks

AO3 – 15 marks

At the end of the process each candidate will produce a written Reflective Paper (750–1000 words, excluding only the bibliography) focusing on:

- ✓ their personal research for the project and their own work processes
- ✓ the effectiveness of the Outcome in achieving the project aim
- ✓ what they have learned about different cultural perspectives on the issue
- ✓ what they have learned about teamwork overall and their own performance as a team member
- ✓ what they have learned overall from carrying out the project.

All information and advice in this section is specific to the Reflective Paper. It should give you an idea of how your work might be viewed by an examiner.

Mark scheme

Mark scheme criteria	Learner-friendly explanation
• 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.	• Describe and explain in detail how your Outcome achieved / did not achieve the aim of your project. (Both strengths and weaknesses.) • Describe and explain in detail what you did well and what you did not do so well, what you did and how you did it. • Balance strengths and weaknesses. • Give examples to show what happened, good things and bad things. • Discuss and explain some ways you could have done things better and how the Outcome could have been improved.
• 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	• Reflect on working as a team. How did it help? And how did it make things more difficult? • Reflect on how yourself as a team member. What were your own strengths and weaknesses in working with other people? • Reflect on what you learnt about the perspectives of people of different cultural perspectives (different from your own culture), showing understanding of their perspectives. • Reflect on what you have learnt personally from doing this project.

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Mark scheme criteria	Learner-friendly explanation
• 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	• Plan your Reflective Paper so that it is easy to read and follow your thoughts. Make sure you include everything that is needed and that your paper makes sense. • Show your own findings from research clearly, so that the reader can understand that you did this research. • Make sure that you explain clearly how your work affected other people in the team and how their work affected you. Make sure it is clear which parts are about your own personal work and role and which are about the team as a whole. • Choose one clear way to show your sources and give your references.

Title for report

Topic: Tradition, culture and identity

What is the effect of social media on the self image of teenagers?

Example candidate response

Outcome Script

Poem 1

Performed and written by candidate 0010

Here's to every insecure teen and their insecurities.
If confidence is key, then our doors are locked.
And we are left on the floor, against the door,
lying, crying, slowly dying but never giving in.

We post pictures and compare our compliments,
Even though it only makes us confident in our incompetence
And the fact that we'll never be good enough
Or that there is nothing on our face worthy of love.

Here's to us, who want to fit the mold so badly
We started cutting away pieces of ourselves
Maybe even consider actual cutting
Because plastic surgery would be better than what I see
Every time I look into the mirror

Do I even need to make myself clearer?
I've had enough of loathing how I look and who I am
For not looking like those girls on instagram
I am lying on the floor and I don't know how to get up, fighting a battle I know I will lose and suddenly that noose above my head doesn't look so bad.

But as I said, I will not give in
Won't let that voice inside my head win,
Because this poem ain't a plea for mercy, it is a call to arms.

I don't care if I'm losing my battle
I will stand up to help win yours.
So here's to us insecure teens and our insecurities
We can fight our battles together.

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Poem 2

Performed and written by candidate 0011

Perfection is an illusion.
Chinese people need to be tall and skinny,
Big [redacted], big eyes, pointy chin, pointy nose, very pale, almost white, how lucky am I
that I'm not living in Asia

Perfection is an illusion.
In South Africa all you need is a bubble [redacted]
Plus a pair of [redacted] that's actually visible, femininity, traditional face paint and accessories,
a 0.8 waist to hip ratio, and
a dark skin, because without that I'll never fit in
Fortunately, South Africa is not my home

Perfection is an illusion.
Australia is quite accepting, but
everybody should be tall and skinny, why does that keep coming back, because this is really
just not who I am
But I am not Australian

Perfection is an illusion.
South America might be doable,
because the whiter the better and I ám white...
But I will need dark hair too, a curvaceous body, slim but thick, [redacted] and [redacted]
Forget it, I don't belong in South America

Perfection is an illusion.
Let's go to North America then, because all I need is a clear and smooth skin,
Including long, blonde hair, a white colour, but a tan, thick lips and have I already said
something about my hips? I should also be a makeup star and
Okay nevermind, even though I came far
North America might just not be the perfect place for me,
Again

Perfection is an illusion.
Because in Europe, I will have to be beautiful right?
It's my own continent…
But again, there are the demands, the standards, the way people have to be
White, tall, thin, blonde…

I don't fit in, in my own country, nor in any other one, because
Perfection is no illusion, the world we live in is.

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Poem 3

Performed and written by candidate 0002

Beauty is about opinions.
Once somebody told me my ribs looked strange
and I never looked at them the same way
Again

Beauty is about opinions.
We live in a world where happiness is defined by your number of likes and followers mean more than actual friends.
The comment section will reveal whether that was worth posting
and your viewer to like ratio is more important than the daunting shadow
surrounding your soul

I once read somewhere that beauty is subjective.
That you can be found beautiful by
Anyone
Anywhere
Anytime.

But beauty is not about opinions.
It is about plumping, padding, pushing,
Your own limit.
It's about fitting the mold and staring endlessly into the mirror knowing that you will never actually fit.

Beauty is about opinions.
About your friend complimenting your hair even though your outfit sucks.
About your teacher telling you that you can accomplish anything you set your mind to. (you add the "except becoming a victoria's secret angel",
but you love the teacher anyway)

Beauty is not about opinions.
It's about returning all the negative back to it's sender and turning off your instagram feed.
It's about looking in the mirror and not faking a smile or
sucking in your belly until you can't breathe.
It's about attracting positivity and radiating it outwards.
It's about letting the sun shine on your flaws and imperfections and most of all
Your Heart.
It has been longing for it for so long.

Beauty is about opinions.
But there's only one that matters.
And that opinion is
Your own.

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Poem 4

Performed and written by candidate 0001

'Oh girl, you look tired. Are you tired?'

Well yes, I am tired. Tired of hearing that question, because it doesn't help me at all knowing you think I look tired, all it does is make me aware that I look like shit.
Is what I would have said had I had more confidence.

Instead I murmur a little 'Oh really?', pretending I'm not very much aware of the bags under my eyes right now, pretending I'm not wishing in my head I could do something about it right now, pretending as if that question didn't hit me as hard as it did.

'Yeah, you do. Are you stressed about something, is something up? Because you know you can tell me everything, like I can listen for hours, and I'm totally accepting you know.'

Oh, I know you are but sometimes with *my* problems it's less about your acceptance and more about my comfortableness telling you. So, don't take this personally, but yes there's something up, I call it anxiety, and I don't really fancy telling you about it.
Is what I would have said had people not been as easily offended as they are.

'Oh no, nothing wrong, don't worry about it. Just a bad night.', I reply as I keep the "secrets and other mysteries" box in my head and heart closed and put the lock back on it, making sure not one of them manages to escape.

'Maybe get some extra hours of sleep tonight, or like drink sleep well tea, do you know sleep well tea, I can buy you some if you want, maybe read some to get your brain tired, I can lend you a book if you want, I recently read a really nice one.'

Oh no, I'm sorry, I can't do all those things tonight, I'll be too busy worrying about what else you have to think about me that you do not tell me. But oh don't worry about me, I have my friend anxiety to keep me company at 4am.
Is what I would have said if I wasn't very good friends with anxiety.

Instead I say 'Oh yeah, I will try that, thanks', making every bit inside me feel bad about how I'm basically lying to my friends, my friends who are only trying to help me, me the pretentious little fuck up I am.

But hey, at least I stick to my branding.

Pretentious in real life, even more pretentious online.

#wokeuplikethis I write underneath a selfie in bed, the bed I went back to after having been preparing my makeup and hair for over an hour to make sure everything about me was pretty, elegant, appealing, charming, stunning, gorgeous,
fake.

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But beautiful.

#nofilter is what is written underneath a new selfie, the same selfie that went through at least 3 layers of Photoshop and I then spent ages trying to find the best colour scheme for and the best brightness, best saturation, best highlights, best lowlights, best shadows, best real me.

No, let's use some more of this beauty filter.

#picoftheday I type underneath a mirror-selfie, a selfie that I have at least 200 scrapped versions of, for example the one where I look fat, the one where you can tell I'm holding my breath, the one where my [redacted] looks too small, the one where my [redacted] looks too big, the one where my hair looks messed up, the one where my hair looks greasy, the one where I shouldn't care about this.

No, let's take one more picture.

#bestfriends is what is written underneath a picture of me and my friend, a friend with clear skin, shiny hair, a flat stomach, long legs, beautiful make-up, a great [redacted] yet still a thigh gap, amazing clothes and a head that's looking up shining with confidence.

Next to her you have me with zits on my face, frizzy hair, at least 3 fat rolls, stump legs, some paint smeared on my face, a small ass and no thigh gap, dressed in rags and a head that's looking down, breaking down under the weight of fear.

The comments will say cute, goals, bae, beauty, love it, love you and a diverse selection of heart emojis. I will wonder what the comments would say if people were honest, but at the same time I don't want to know. Yet my brain will think and think of the all the insults and bad words it can think of that I would use to describe myself and those words aren't even somewhat close to the ones I see on my screen so how can I believe that the kind words on my screen are not lies.

Ignorance is bliss but I'm not ignorant. You can call me many things, but ignorant is not one of them, I see our society as it is. A society in which your importance as a human is based on your follower count and the amount of hearts in your comment section. A society in which defining beauty standards is way more important than defining laws about human rights. A society that feeds us kind words like "beauty is on the inside" whilst subconsciously judging us for our looks, ethnicities and gender.

But I ask you why? Why is beauty so important? Why would I even have to care if anyone but myself thinks I'm beautiful? Why does everyone have to have an opinion on if they think I'm beautiful or not? Why is the first thing people think after talking to me "I like her eyes, hair and butt"? Why isn't it "she seem passionate about the music she makes"? Why do I first have to get your approval for my looks before you start looking at my personality?

So for all the people that do, for all the people that look at the way I look first, for all the people that judge me before even talking to me, for all those people, I hope they're at least beautiful on the outside.

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Text from the video

Start video: Dutch adolescents on average spend 42 minutes each day on social media.

Start video: Attaching excessive importance to your appearance is proven to have undesirable, negative effect on your mental health and overall well being.The use of social media goes hand in hand with the ginormous focus on appearance and dissatisfaction about one's own appearance.

Global: Research shows that the use of social media and online self representation can influence several parts of people's self image.
Adolescents who use social media more frequently show an increase of value added to their appearance, which subsequently causes them to be more inclined to want to undergo cosmetic surgery. These effects were shown equally across all genders, as was the increase in being unsatisfied with one's body.

Cultural: Online self-representation causes self-objectification among women. However, this effect of public online self-representation only occurred among women who were previously exposed to appearance-centered media (which, on itself, has no influence on a person's perception of themselves). The expected objectification here probably caused the self-objectification.
On the other side, appearance-centered social media offers control on the self-representation that face-to-face communication doesn't. This can lead to a more positive expectation of how their are perceived by others.
This positive effect does beg the question: does it work this way for everyone, or is this a 'rich-get-richer' phenomenon?

National: More frequent use of social media predicts an increase in importance attached to own appearance and dissatisfaction of own appearance, which are both negatively related to the wellbeing of adolescents and form important risk factors for the development of mental problems like eating disorders and depression.
Moreover, adolescent who add a lot of value to their appearance spend more time, energy and money on their appearance, which can come at cost for their academic development and physical health.

Source: Mw. D.A. de Vries: Social Media and Online Self-Presentation: Effects on How We See Ourselves and Our Bodies. (2014)

Examiner comment: AO3 marks for citation and referencing of sources are for the Reflective Paper, not the Outcome or Explanation.

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Example Candidate Response – middle	Examiner comments
Explanation Session: *MAY 2018* School code: [redacted] Candidate session codes: *0001, 0002, 0010, 0011* Subject: *IGCSE Global Perspectives* Component: *Team project explanation of outcome* Title of report: *What is the effect of social media on the self image of teenagers?* Topic: *Tradition, culture and identity* ---------- **Explanation GP** We chose to present our outcome in the form of a short video with spoken-word poetry about the feelings one might experience when they struggle with body image and self-esteem. We chose to use poetry, because we wanted to challenge ourselves and try to portray and convey feelings in a rather powerful and unique manner. If we managed to impact the people watching the video, this would help us achieve our goal of spreading awareness about the topic. The outcome explores different aspects of the topic "body image", with each poem written from a different perspective. For each perspective we searched for information relevant to that perspective and used that research as the backbones of the poems. The first one was written from a global perspective and tries to represent the struggles that teens all over the world experience, using examples we found whilst researching. The second poem was written from a global perspective too, but it was more focused on the cultural aspects of the topic. It includes information about beauty standards from all inhabited continents, showing that people from different backgrounds experience these problems differently. The third poem was created from a national perspective, addressing the mental toll social media puts on teenagers from the Netherlands. It was inspired by research and our personal experiences with the Dutch community. The fourth and last poem was written from an individual's perspective, was perhaps the most difficult to write, as we personally haven't experienced the struggles concerning our body image that we've learned some individuals have. Instead, we tried our best to put ourselves into those people's positions, and came up with this last powerful poem. *(276 words)* 2	**Table A: Team elements** Rather than being based around a question, the Team Project should be based around an aim, something the team want to achieve through the project, and this aim should be stated clearly in the Explanation. A suitable aim for this project would be "To raise awareness in our school about the effect of social media on the self image of teenagers." This is a creative Outcome and it communicates different perspectives through the voices of different people represented in the poems, and particularly poem. 2 The Explanation makes it clear that these poems are not just the views of the team but have been identified through research into different cultures. However, the perspectives are not clearly communicated. It would not be possible to identify a clear view on the topic/issue from a specific country or group of people. This means the Outcome and Explanation are awarded Level 3 for AO3 Communication (Table A in the assessment criteria).

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Example Candidate Response – middle, continued

Reflective Papers

Session: *MAY 2018* School code: [redacted]
Candidate session code: *0010*
Subject: *IGCSE Global Perspectives*
Component: *Team project reflective paper*
Title of report: *What is the effect of social media on the self image of teenagers?*
Topic: *Tradition, culture and identity*

Reflective Paper

We researched the question "What is the effect of social media on the self image of teenagers?" We presented our findings in the form of spoken word poetry, written from different perspectives, with information in the form of text between the poems.
Apart from planning our project and writing my own poem (which were two things that everyone in our group did), my most significant contribution to our group project was research. When the other three members were planning and brainstorming what we were (3) going to do for the Outcome, I went to our school's computer room and started researching our topic. I eventually managed to get hold of one source, which was a summary of a research done by a student at the University of Amsterdam. Fortunately, this research had been written using multiple reliable resources and concerned almost exclusively what our group was interested in. This meant that, even though we only had one source, it was reliable and had the information we were looking for.

My other contribution to the group project was my own poem. For this, I found inspiration in the lines we were going to use for the Outcome. I intended for the poem and the research to fit into each other, the research showing the facts concerning the problem and the poem showing the emotion behind it all.
The other members of the group wrote their poems, each covering a perspective. Laura's poem focused on the cultural aspects of the problem, I focused on the research, whilst Puck and Eline took a more personal approach to show the more emotional side that this problem has. Once everything was put on paper, we started filming. (4)
I didn't partake much in the filming process, and [redacted] put together the video all on her own. I regret not having helped more in this area, but [redacted] was the only one who had experience with editing videos. I do wish that I'd anticipated that [redacted] had to put so much time and effort into making the video. That way we could've taken over some of her work in other areas of the project to help her.

That isn't however the only thing we as a group could've done better. The fact that we'd assumed our first draft of the video would be sufficient cost us, but mainly [redacted], who had to put together a whole new video, a lot of stress and time. If we'd planned in more time to correct mistakes and started working on it earlier we could have prevented that stress. Apart from that, I'd say that the fact we've worked together as a team quite often helped prevent other difficulties. We're used to utilising each other's strengths and compensating our weaknesses. Our variety in skills and interests was a double edged sword however, as on one hand it helped us create things we couldn't have created on our own, but we couldn't just do whatever we wanted to do. Compromises had to be made. Although I find it more important that everybody is at least content with the Outcome, sometimes it is frustrating when things can't be done your way. During this I have learnt to make better compromises and have gotten better at finding another way to approach something from a different angle, like writing a poem instead of an essay to inform people. (5)

Examiner comments

(3) Table D: Personal element. The candidate explains how own work contributed to the team effort and how research findings contributed to the outcome. Failure to recognise where help was needed in supporting the team, or to add balance to this section of the report, resulting in an award of Level 3.

(4) This section is descriptive, mostly describing what members of the group did, which does not meet any of the assessment criteria. Towards the end, there is reflection on weaknesses of own performance as a team member (AO2).

(5) The challenges of working as a team are more strongly stated than the benefits. There is some balance from 'utilising each other's strengths and compensating our weaknesses', but this lacks the development expected in Level 3 work. Weak use of examples held the work back from higher marks.

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Example Candidate Response – middle, continued	Examiner comments
Apart from learning about teamwork and research skills, I also learned a lot about the issue we were researching. What shocked me most was the cultural aspect of this issue. Despite knowing that it was a issue teenagers from all over the world dealt with, it was very eye-opening to learn about what people perceive as beautiful across the world. Even though different parts of the world uphold a different beauty standards. An example: fair skin is popular in Asia, whilst in America it's seen as more beautiful to have tanned skin. It put my own issues and those of my friends into perspective and shows that we aren't alone in dealing with this, even though the effects of social media on the self image of teenagers were also quite shocking: ranging from a rise in desire for cosmetic surgery to increased risk factors for developing eating disorders or depression. (6) If someone were to watch our video, I think we'd definitely achieve our goals of informing people and raising awareness on the issue of the effects of social media on the self image of teenagers. The video contains raw emotion as well as hard facts, which I think would cause quite the impact within the reader. However, since we aren't comfortable with putting our video on the internet -which could mean we would've reached a lot of people- this will not happen. Although our group's intentions and plans were good, a video can't have any impact if there's nobody to be impacted. (7) Overall, I've learned to make use of each other's strengths when working in a team, and to plan in more time in upcoming projects in order to make everything more manageable. I've also learned a lot about not only the beauty standards around the world, but also the effect social media can have on those standards and the self image of teenagers. (8) (9) *(876 words)* (10)	(6) Table D: Learning about different cultural perspectives. Learning about cultural perspective on the issue is clearly identified, with examples, representing Level 3 work. (7) Table C: Evaluation of the Outcome. The report considers features of the Outcome that demonstrate what it does well and, more strongly, what makes it impossible to reach the team's aim of spreading awareness. There is some analysis of the strengths and weaknesses of the Outcome and hence, Level 2 is awarded. (8) AO2: Benefit of teamwork. (9) Table D: Reflecting on overall personal learning. Learning about working with others and developing strategies to make team work effective was brief but strong, fitting in to the work presented appropriately. This, supported by the conclusion, is representative of Level 3 work. (10) The work has structure and there is mostly clarity between personal and team elements. Level 3 was awarded. Personal research findings lack development.

Breakdown of marks awarded

AO3 Communication (Table A)

- Different cultural perspectives are communicated in the Outcome and Explanation (Level 3)
- The Outcome and Explanation achieve Level 3 (3 marks)

AO3 Collaboration (Table B)

- Team members were active and committed throughout the process (Level 3)
- There was evidence of effective teamwork throughout the process (Level 3)

The team were awarded Level 3 (6 marks)

AO1 Research, analysis and evaluation (Table C)

- Some developed analysis and evaluation of the strengths and limitations of the project outcome in achieving the project aim (Level 2)
- Limited analysis and evaluation of the strengths and/or limitations of own work processes (Level 1)
- The balance between strengths and limitations is sometimes inappropriate (Level 2)
- Some appropriate use made of examples (Level 2)
- Well-reasoned suggested improvements to own work processes and the project outcome (Level 3).

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The reflective paper achieves Level 2 (10 marks) for AO1.

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AO2 Reflection (Table D)

- Some appropriate reflection on the benefits and challenges of working as a team (Level 2)
- Clear, sound and balanced reflection on the strengths and weaknesses of own performance as a team member (Level 3)
- Clear and appropriate reflection on what has been learned about different cultural perspectives (Level 3)
- Clear and appropriate reflection on overall personal learning from the project (Level 3)

The reflective paper achieves Level 3 (17 marks) for AO2.

AO3 Communication (Table E)

- The Reflective Paper is generally well-structured and comprehensive (Level 3)
- Key personal research findings are generally presented clearly and consistently (Level 3)
- Connections between the team and personal elements are weak and/or lack clarity (Level 1)
- Little or no citation and/or referencing of sources (Level 1)

The reflective paper achieves Level 2 (7 marks) for AO3.

Total mark awarded = 40 out of 60

Examiner comment

The candidate explained how their work helped the teamwork and how their research findings were used for the outcome.

The candidate described what people did, which gets no credit.

The candidate explained, in detail, some difficulties of working in a team but did not give a balanced explanation of the good side of team working.

The candidate gave a clear explanation with examples of what they had learn about other cultural perspectives.

The candidate told us that no-one had watched their video (their outcome) – this means they cannot really measure its success.

How the candidate could have improved their answer

The candidate could have given some evidence of what they found out in their own personal research. (They should say what they learnt.)

The candidate could have included a balance between strengths and weaknesses. So, what did they do well? What didn't they do so well? What was good about the way they worked? What was not so good? How were they a good member of the team? And what were their weaknesses in team-working?

Instead of describing what everyone did, they could have written about what was good about working in a team and what was difficult about it.

The team could have decided before they started, how they would use their video (who they would show it to and when) and how they would measure its success. Their aim was to inform and raise awareness. So, they needed some way of finding out if it worked to inform people or change their thinking. They could have used a method such as: Entry and Exit tickets, Q&A or questionnaire.

Common weaknesses

Some candidates:

- give general information about an issue, without directly mentioning different cultural perspectives on the issue.
- only described their Outcome and how the team made this. For example if their outcome was a video or some posters, they described who made it and what they did, instead of explaining what it was for and how it was used.
- only explained either weaknesses or strengths – instead of balancing both.
- gave examples of who did what in their project. This does not get any credit.
- did not give clear examples of how the Outcome met the aim of the team (or not).
- did not make any suggestions for improvements. If they did suggest improvements, these were not linked to weaknesses they had already mentioned.

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General advice (Reflective Paper)

- ☐ Keep a record of what happens right from the beginning of your team project.
- ☐ This will help you to remember when you come to write your Reflective Paper.
- ☐ Note down the sources you use when you do your individual research at the beginning.
- ☐ Keep a note of the things that go well and why they worked. Make a note of effects of this.
- ☐ Keep a note of things that go wrong and why they went wrong. Make a note of the effects of this.
- ☐ When you have struggles with your own work, make a note. Also note how this has affected the project / other team members.
- ☐ Then when you start to write your Reflective Paper, ask yourself some questions and look at your notes so that you can give a realistic and balanced answer:
  - What did you find out from research? How did this help to decide on the project? Was your information used in the Outcome? How did you research? (primary or secondary research) (present your own findings – if secondary research, remember to give references)
  - How did your work processes affect the project? (work processes include – research, sharing your findings, how you behaved in meetings, whether you were on time with your tasks)What did you do well? Not so well? How did that affect the project / the Outcome?
  - Were you a good helpful team member? Did you behave well or badly? How did this affect the other members of your team / the project / the Outcome?
  - How did the team work together? What were the advantages of working as a team? What were the problems? Did you help others with their work? Did they help you? Did you have to ask for help? How did this affect the project? Did it help you achieve your aims? Make things worse?
  - How well did your Outcome meet your aim?
  - Which elements of the Outcome were less successful?
  - How could you improve the Outcome so that it would be more successful?
  - How would you improve your work processes if you had to complete the project again?
  - What have you learnt from the project? What have you learnt about other different cultural perspectives? What have you learnt about the issue you researched? (Remember to present your own findings.)

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Section 7: Advice and preparation

Component 1 Written Examination

This advice will help you prepare for the examination. It is divided into general advice and more specific advice for Component 1 Written Examination

Use the tick boxes ☐ to keep a record of what you have done, what you plan to do or what you understand.

General advice for written examinations

Before the examination

- ☐ Find out when the examinations are and plan your revision, so you have time to revise all your subjects. Create a revision timetable and divide it into sections to cover each topic.
- ☐ Find out how long each paper is, how many questions you have to answer, how many marks there are for each question, and work out how long you have for each question.
- ☐ Know the meaning of the command words used in questions and how to apply them to the information given. Look at past examination papers and highlight the command words and check what they mean.
- ☐ Work for short periods then have a break.
- ☐ Test yourself by answering questions from past papers.
- ☐ Make your own dictionary or draw up a glossary of key terms used in the exam.
- ☐ Look at maps, diagrams, tables, etc. to find out what they show
- ☐ Have a look at past questions so that you are clear of what to expect in an examination.
- ☐ Look at mark schemes to help you to understand how the marks are awarded for each question.
- ☐ For subjects like Global Perspectives, that have no subject knowledge content to learn; make sure you practise your exam technique and time-management by doing past papers.
- ☐ Make sure you understand the words used in the Written Examination questions. This will help you to answer what the question is asking.

In the examination

- ☐ Read the instructions carefully.
- ☐ Plan your time according to the marks for each question. For example, a question worth three marks needs less time and a shorter answer than a question worth 10 marks. If a question has several parts, then the parts with more marks will need more time and more developed answers.
- ☐ Do not leave out questions or parts of questions. Remember: no answer means no mark.
- ☐ Read each question very carefully.
  - Identify the instruction words – you could underline or highlight them.
  - Identify the other key words and phrases and perhaps underline them too.
  - Try to put the question into your own words to understand what it is really asking.
- ☐ Read all parts of a question before starting your answer. Think carefully about what is needed for each part. Notice the differences – two questions will not be asking for the same answer!
- ☐ Look very carefully at the INSERT (Resource Booklet) you are given.
  - Read all the sources to get a clear idea of what the different perspectives and views are and what information has been provided.
  - If diagrams or graphs are provided, read the title, key, axes of graphs, etc. to find out exactly what they are showing you.
  - Look for dates, numbers and details provided.

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- ☐ **Answer the question.** This is very important!
  Try using highlighters or coloured pencils to pick out anything that the question asks you to do.
  Only write what is needed to answer the question.
  Make sure you do everything that is asked. Notice whether key words are plural in which case more than one (point / explanation / reason / example) is required.
- ☐ For the questions that get most marks, plan your answers. Clear, organised, well-argued, well-supported answers get more marks than long, confused, repetitive answers. Quality is better than quantity.
- ☐ Use the resource material given in the INSERT (Resource booklet) to support your answer.
- ☐ Make sure your writing is clear and easy to read. It is no good writing a brilliant answer if the examiner cannot read it.

Preparation for the Written Examination (Component 1)

- ☐ Look at as many past papers as possible, to see what kinds of material are used and what questions are asked.
  If you do not understand any of the questions, use a dictionary or ask your teacher to explain the terms.
- ☐ When you have a past paper, start by looking at the marks given and work out how much time you should spend on each question.
- ☐ Remember that you need to take time to read the sources in the INSERT (Resource Booklet).
- ☐ Make sure you always refer to the sources in your answers.
- ☐ Notice if the question is asking you to give your own ideas or only use the ideas in the text.
- ☐ Compare a few different past papers to see whether there are any common questions.
- ☐ Work on your weaknesses – ask for practice on anything you find difficult.
- ☐ Improve your handwriting so that the examiner can read it.

In the examination (Component 1)

- ☐ Spend time at the beginning looking at the INSERT (Resource Booklet) and the questions you have to answer. This will calm you and help you to get into the topic.
- ☐ Notice the numbers of marks for each question.
- ☐ Work out how long you have to answer each question.
- ☐ Make sure you understand what the question is asking you to do. Is it just one thing or are there several parts to the question?
- ☐ Pay attention to the amount of space you are given in the answer paper. If it is a small space and there are not many marks, you only need to write a little. If it is a whole page (or more) and there are more marks, you need to give a more developed answer, with details, explanation and examples from the sources.
- ☐ Make sure you notice which source(s) each question is asking about.
- ☐ If you finish your answers with some time left over; take that time to check what you have written in case you have made a careless mistake or missed something out.

Component 2: Individual Report

General advice (Component 2)

To achieve maximum possible marks on the IR you must include *all* of the following:

- A **question** to research and answer. The question should be about one **issue**.
- You should plan your essay, so that it is easy to follow and **clearly** presents all the criteria that are necessary.
- Include an explanation of why your chosen **issue** is an issue. Include some information, examples. (Is it a world problem? Do people disagree about the issue?)
- Different **perspectives**, including a **global** perspective and a **national (or local)** perspective (with explanation, discussion, examples, information).

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- **Causes** of the issue – Why does this happen? Why is the situation as it is? Provide examples and information, explain. Compare the causes – which do you think is the main cause? Why? Are the causes different in different places, or for different people?
- **Consequences** of the issue – What are the results of the issue? What happens because of it? Provide examples, information, explain. Are the consequences different / more serious / less serious for different countries? Different people? What do you think is the worst / best consequence? Why do you think this?
- **Possible course of action**. Think of a way that this issue could be solved. You may choose to think about your main cause or the worst / best consequence. When you have decided on a solution, write details. How could this be done? Who could do it? How could it be paid for?

If you have decided that a solution used in another country could be also used in your country, explain how. What changes would have to be made to the course of action so that it would work in your country?

It is better to provide full details and explanation for one course of action, than to present a lot of different solutions without details.

- **Evaluation:** you should evaluate some of your sources. This means you say why they were useful to you and if they can be trusted. Are they reliable? Explain why? Why are they useful? If you feel they may be biased, explain why you think this. If you feel they provide plenty of supporting evidence and are backed by other sources, you should explain this.

You can also say what effect these sources had on your thinking. Did you change your mind because you found good sources supporting a different view? Or did unreliable sources affect you differently.

You can either evaluate your sources where you mention them, after you have quoted them, or you can write a separate paragraph near the end to evaluate different sources all together.

- **References:** you must show clearly where you have found information and where you read the opinions you quote. You can use any clear system of references – but make sure you use only one system and that your in-text system links with your reference list.

You can use footnotes. If you give web addresses they should show the document name and you should include the date you accessed the website. **(date of access)**

Research (Component 2)

You should have had some practice in searching for information online and/or in the library before you start work on your Individual Report.

Preparatory research

- ☐ Choose one or two of the topics you are interested in from the correct list of eight.
- ☐ Go online to find out what people think about this / these topic(s).
- ☐ What are the global issues? What are the disagreements?
- ☐ The reason for doing this is so that you discover which issues you can find plenty of information and opinions about. You will need to:
  - identify a central issue and to be able to explain the issue and present different perspectives about it.
  - find some quotes from people or organisations with opinions about your issue and you need opinions about the whole world as well as about at least one country.
- ☐ While you are doing this, note down what you think about it. What is your opinion? Why?
- ☐ You need to do this because in your essay you will have to say how your ideas have developed or changed while you found out more about the issue.

Focused research

- ☐ When you have decided on an issue and a question, you should find material that provides information about the issue on a global scale and about at least one country.
- ☐ You should find out about your sources and the people or organisations whose opinions you are going to write about. (You need to evaluate them – you will say whether your sources are reliable or not and how this affects your thinking.)
- ☐ If they have just stated their opinion without supporting it, you will need to find facts and figures or examples that show why they think what they do. (You need to provide full supported perspectives to get full marks.)

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Where to find perspectives (Component 2)

It is usually quite easy to find information, facts and figures about topics for Global Perspectives. Books, publications and websites are full of information.

However, it is not always easy to find perspectives (or viewpoints). A good place to start is in newspaper opinion pages. These can be in local or national newspapers or some of the larger news websites. You will find that a range of people write opinion columns and many of them are experts or politicians or people with information to provide and strong opinions of their own.

To find global perspectives it will depend on what your topic is about. Usually, searching in a good Search Engine (ask your teacher what is available) will bring up opinions on a range of topics and may take you to websites that are just concerned with one topic or issue. Try the different United Nations sites, environmental groups such as WWF and Greenpeace, and others.

You should have practice in finding out information from local sources and on the internet, before you start researching for your coursework.

Managing source material (Component 2)

Right from the beginning, you should make a note of:

- useful websites
- interesting information or opinions
- the date you find them.

You can do this by copying web addresses and parts of documents into a file so that you do not lose them. It is important that you are able to show your sources and access dates in your IR.

Once you have decided on your issue and which perspectives you are going to present, you can arrange your source notes and references under headings so that you can find them when you come to write your essay.

Plan your essay and when you have decided exactly what your question will be, you can write a draft essay to see if you have enough material or if you need to find more about one perspective or another, or one of the other criteria for the IR.

References / plagiarism (Component 2)

When you write an essay, you must tell the reader where you found your information and who said the things you quote.

You must keep a note of the sources and references and they must be clearly shown in your IR. You can use any system of referencing, but it should be clear – at least - who wrote or said the things you mention, the name and date of the publication (if it is printed) or the web address of the document you have used, with your date of access. It should be clear to any reader what is your own work and what is material or information you have found in your research.

If you use material from other sources and do not reference them or say where you took the material from, this is called plagiarism. It is not allowed. If the examiner thinks you have copied (plagiarised), they will pass your IR to people who will check it and if it is decided that you have plagiarised, you will not get any marks for the work.

Component 3: Team Project

Working with others (Component 3)

Your Team Project is a chance to work with others.

You need to share your ideas and listen to others and you will have to co-operate to get things done.

Working with others means you will all have to be clear about what you are doing and when you will complete your part of the work.

You must agree on ways to keep in touch so that everyone knows what is happening.

At the end of your project you are expected to reflect on the benefits and problems of working in a team. You are also expected to reflect on your own skills in team-work, your strengths and weaknesses.

You will all get the same marks for your Team Element, so you must make sure that you are all getting along and collaborating and communicating well. If one person dominates or one does not get involved, the whole team will lose marks.

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You will need to do the following to work together:

- meet regularly
- set targets and deadlines
- divide and share work
- give help and support to each other to do the tasks.

Time-management / keeping a log (Component 3)

One challenge of the Team Project is time-management.

You need to agree deadlines with people in your team so that no-one is waiting for others in order to complete.

Your deadlines must give you time to do your personal research, and to meet with your team to agree on a topic, a local issue, what you could do about the issue as a team and what your outcome will be. You will also need to divide your workload so that you work well as a team.

Completing all of that must leave you time to also complete your Reflective Paper (which carries most of the marks for this component) by the deadline your teacher has given you.

There are Cambridge deadlines for work to be submitted and your teacher has to work to those and check your work before sending it in. If you are late to submit your work you may be unable to get your Cambridge IGCSE Global Perspectives qualification.

From the beginning of the whole process, you should keep a log of what happens and what goes well and badly. This will help you to write your Reflective Paper when it comes to the time to do that.

Reflection (Component 3)

In both your pieces of coursework you are asked to reflect.

Reflecting means thinking deeply about what you have learnt, what you have done, about yourself and your own ideas and about others' perspectives.

You show that you can reflect on your research and experiences, by describing and explaining your thoughts and feelings and by saying how your ideas or perspectives have changed or developed.

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Section 8: Glossary

Here are some terms used in Cambridge IGCSE Global Perspectives, with a short explanation:

Please note you may find more terms while you are reading, researching or looking at past papers. Look them up in a dictionary or ask your teacher and add them at the end.

Aim	What you want to achieve. In your Team Project, you should start with an aim, such as: to raise awareness of… to improve… to inform….
Analyse (analysis)	Study the details and explain and discuss.
Argument	A supported, explained, reasoned perspective, or idea. When you write an argument, your writing should clearly present reasons and explanations that help the reader to understand, follow and accept your ideas.
Bias	Preferring one thing or the other for some personal reason, unfairly. Giving only one side of the argument. (For example, you might be biased, if you are supporting your friend's argument.)
Cause	Make something happen.
Challenge	Something that is difficult or that makes it difficult for you to do what you want to do.
Cite (citation)	Quote from a source, mention the name of a source where you got information.
Claim	Say something is true (but without giving evidence).
Collaborate	Work with other people.
Communicate	Share your ideas or feelings or information with other people.
Compare (comparison)	Say what is the same or different.
Conclusion	A judgement or a paragraph at the end of some writing, summing up the writer's ideas.
Confidence (in a claim or conclusion)	Strong trust in a claim or a conclusion. You can be confident that someone else is correct, or that what you, yourself, are stating is correct.
Consequence	Something that happens because of something else or is affected by it. (If A causes B, then B is a consequence of A.)
Consider	Think about different views. Be positive about others' ideas.
Convincing	Believable. If you read something and believe it, you found it convincing.
Course of action	A plan to do something. (usually more than one action) with details of how it could be done and who would do it.
Cultural perspective	Ideas which come from a person's background, beliefs, class, ethnic origin, gender, nationality, way of life, etc.
Culture	The behaviour, beliefs, and traditions of a group of people with the same background, origins, way of life.
Evaluate	Discuss strengths and weaknesses and their impact. (Is it good enough, does it work?)
Evidence	Facts, information or examples to support your argument.
Fact	Something that is true, well-known and/or can be proved.
Global	About the whole world, or large parts of the world (or Planet Earth).
Identify	Find and mention by name, without giving details. In the Written Examination, when you are asked to identify – your answer should be short. If you are asked to identify an opinion, you find an opinion and just write it out without any more information or discussion.
Issue	A problem or a topic that causes disagreement, discussion or trouble between different people with different views.
Local	About one area or neighbourhood. (Usually in your own town or city or an area nearby – for Component 3.)
National	About one country.
Opinion	View or judgement without evidence (so you cannot check if it is right).

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Outcome	In Component 3 Team Project, the Outcome is the action you take, or what you produce, or an event you arrange, with your team, to achieve your aim.
Personal	About you. Your own ideas or experience. Your own reactions to things you have found out.
Perspective	A viewpoint. (In Global Perspectives: which is supported by explanation, examples and evidence.)
Prediction	A statement about something that may happen in future.
Processes	Ways of working.
Reason	Support for an argument. If you wish to convince someone that what you are saying is correct, you must provide reasons for your argument. Without reasons, it will be an opinion, not an argument.
Recommend (recommendation)	In the Written Examination, you are often asked to recommend something. This means to give advice about the best choice.
References	Details of your sources, either in footnotes or in a reference list, so that anyone reading your work can find out where you got your information.
Reflect (reflection)	Thinking deeply and in detail about things you have read, other people's ideas, things you have done or that have happened to you.
Reliable	Believable for some clear reason. Sources and evidence can be reliable.
Research	Find out about something by reading a range of sources, in the library, in newspapers and/or online, or by interviewing or surveying people.
Research design	The plan for your research. The methods you will use, what you will do, and when.
Sample	A limited number selected for research. You cannot ask everyone in the world about a topic, so you have to sample. The sample should be large enough to be valid.
Support	Give evidence, examples, information, discuss and explain.
Test	In the Written Examination, you may be asked how you would test a claim. This means you must explain different ways you could check if the claim is true and accurate.
Valid	Acceptable / reasonable. If you give a valid reason, other people will be able to accept it.
Value judgement	A belief about something being good or bad or right or wrong, due to someone's cultural background or ideas. It is not based on information or evidence.
Vested interest	Expecting some gain or benefit. You may have a vested interest if your earnings or job depend on something. For example, you might not tell the truth about a company you work for.

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