



**Cambridge Assessment
International Education**

Coursework Handbook

Cambridge IGCSE™

Global Perspectives 0457

Cambridge O Level

Global Perspectives 2069

For examination from 2025



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Introduction

This handbook provides guidance for teachers who will be completing and submitting Component 3 – Team Project and Component 2 – Individual Report of the Cambridge IGCSE/O Level Global Perspectives. This handbook should be used together with the relevant syllabus.

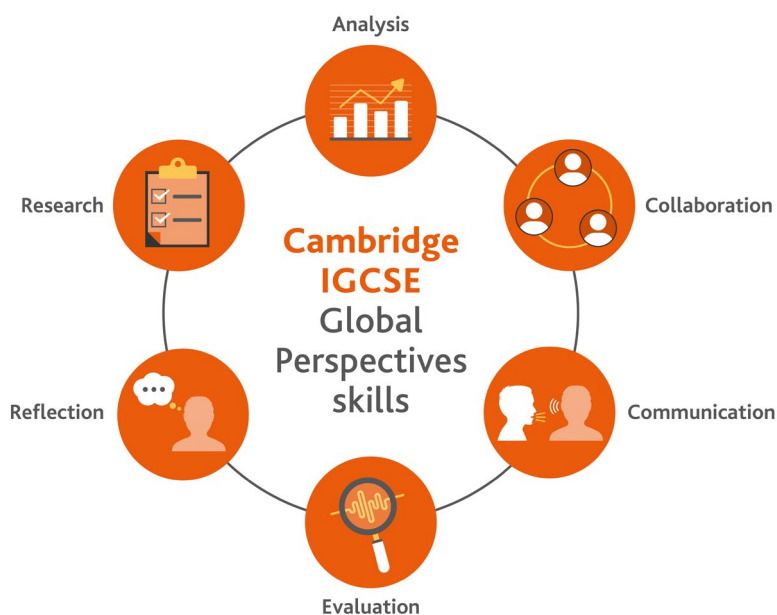
The Team Project makes up 35% of the total weighting of the qualification and is marked by the Centre. It is therefore important that teachers know and understand:

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

The Individual Report makes up 30% of the total weighting of the qualification and is coursework. It is therefore important that teachers and learners know and understand:

- how learners should complete an Individual Report
- how teachers should submit to Cambridge for external marking.

Cambridge IGCSE/O Level Global Perspectives is interdisciplinary in nature and requires learners to develop the skills they need to face global challenges in a connected and information-rich world and to think how best to live in a sustainable way. To support learners in facing these challenges, Cambridge IGCSE/O Level Global Perspectives develops a range of skills, as shown below:



These skills are transferable and useful for future study, enabling learners to become active citizens of the future.

Where appropriate you are responsible for selecting topics, resources and examples to support your learners' study. These should be appropriate for the learners' age, cultural background and learning context as well as complying with your school policies and local legal requirements.

1. Team Project

Learners work collaboratively in teams of between two and five members to plan and carry out a project. The Team Project should follow the process outlined below:

1. The Team Element (Explanation of Research and Planning / Evidence of Action)

The team selects a **topic** from the topic list and identifies a relevant local issue.



The team carries out **research** into the topic and local issue and into **different perspectives** on the local issue.



Each team member researches a different **aspect**, such as a different perspective.



Based on their **research findings**, and through discussion, the team decides on a course of **action** they might take to address the issue.



The team **plans** and carries out the action



They **measure** the success of their action in addressing the issue.



The team also **collaborates** to write a planning document – the **Explanation of Research and Planning**, which explains their decisions and planned actions.



They **collaborate** to produce the **Evidence of Action**.



2. The Personal Element (Reflective Paper)

Each **individual** team member also produces a **Reflective Paper**, in which they reflect on the whole project and their experiences and learning, and evaluate their teamwork and the action taken.

Team Element – Explanation of Research and Planning / Evidence of Action

The following information expands upon the process for the Team Project from the previous page, providing guidance to help teachers plan for each stage.

Choosing a topic and issue

When choosing a topic for the Team Project, learners can choose any topic from those listed in the syllabus:

Arts in society	Law and criminality
Change in culture and communities	Media and communication
Climate change, energy and resources	Migration and urbanisation
Conflict and peace	Political power and action
Development, trade and aid	Poverty and inequality
Digital world	Social identity and inclusion
Education for all	Sport and recreation
Employment	Technology, industry and innovation
Environment, pollution and conservation	Transport, travel and tourism
Globalisation	Values and beliefs
Health and wellbeing	Water, food and agriculture

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

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

Researching the local issue and perspectives

Research into the local issue and perspectives on it should be carried out and shared between all team members before the local issue is confirmed. Each learner should keep detailed notes on the research they personally completed so that they can present this in their Reflective Paper. Research findings should be shared to inform the decision about an appropriate action that the team can take to address the local issue.

Choosing and planning an action

The team then draw on this research to clarify the local issue they wish to address and the action they wish to take to make a difference. Each team should choose their own action, their own way of providing evidence of their activity and their own way of evaluating the success of their project. This action should be practical and manageable. Advise learners not to attempt a perspective so complex that they might struggle to finish in the available time.

Examples of local issues and actions

To reduce food waste in schools: an experiment involving school food services and an advertising campaign.

To improve the lives of refugees: a drive to encourage school students to become pen-pals.

To change attitudes to pollution: a litter pick in an area and a campaign to guide a town's population.

To improve disabled access to a local building: design and develop a means giving access to disabled people.

To support local farmers with irrigation issues: to investigate irrigation globally and work with a local group of farmers to trial (an) innovative method(s).

To support local equality: to work with local schools to teach basic English to young children.

To support local education: to hold sports events in school where local schools without sports facilities can learn about and enjoy new sports.

To support local homeless people: to hold a charity event to raise funds for a homeless charity.

To support healthy eating: a campaign involving professional contributions and a school campaign to encourage healthy eating.

Once a team has decided on their project and their action, they must continue their research to ensure that their action can be carried out, e.g. using school facilities cannot be planned without the support of a Headteacher and maintenance teams, or interviewing people in a town, without parental permission.

Carrying out the action

A key component of effective teamwork is communication. Teams should meet as often as is necessary to carry out their work in a planned way and ensure that progress is being made. Another component of effective teamwork is understanding each other's skills and strengths. Each person in a team should have a task that they are suited to carry out. Tasks should be shared, team members reporting progress at regular intervals.

The action should be practical and manageable and must be something that learners do or produce. All team members should be involved in the action.

Notes should be kept so that information about what went well and what did not are available to support evaluations and reflections in the Reflective Papers.

Measuring the effectiveness of an action

Because each member of a team needs to evaluate the team's action, it is important that the team decide on a mechanism to gain feedback about how effective their efforts have been. The team can ask for feedback after they have shown a presentation to peers, friends, teachers, family or to the audience. They could produce a short questionnaire, hold interviews or a pre-post event quiz depending on what issue the project was addressing locally, for example, raising awareness or promoting the importance of something. They could collect verbal feedback or reflect on how many had agreed to become involved in a campaign.

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

- analyse and evaluate any feedback gathered
- judge the strengths and limitations of the action on improving the situation
- suggest where and how the action might have been improved.

Learners should also keep a log of how effective the action was, so that when they come to write their Reflective Paper at the end of the Team Project, they can include their evaluation.

The Explanation of Research and Planning should include the following:

- the topic and the chosen local issue
- explanations for and details about team members' research tasks
- an explanation of how the team's exploration of the issue and different perspectives has informed decisions about the action
- a short description of the action
- details of roles and responsibilities in relation to the action
- a statement about how the action will be evidenced
- a statement about how the effectiveness of the project will be measured
- a final consideration of what, if anything, had to be changed as the project progressed.

As the Team Project is a team effort, it should not just be left to one learner to organise and write the Explanation of Research and Planning and/or to produce the Evidence of Action.

It is good practice to do some preparatory work with learners about teamwork, decision-making, creativity and planning, which all fall under the skill of collaboration.

Collaboration

Throughout the process team members should be actively collaborating.

Aspects of collaboration include:

- communicating clearly with team members
- sharing and developing ideas
- agreeing targets and deadlines
- solving problems
- being flexible when required
- dividing tasks between team members and recognising all members' contributions
- completing their own tasks
- asking for and giving support to others when needed.

Throughout the process, observe teams and discuss the process with learners. At the end of the process, award the team a mark for collaboration. Take into account how well the team collaborated, using the criteria. An individual mark for collaboration, will also need to be awarded based on the criteria. This mark may be different from the team mark.

Note: Learners are not expected to collaborate effectively consistently without support. Nor should team difficulties be allowed to prevent completion of a team project. Support teams where difficulties arise, so that the team can continue to operate. If all team members are satisfied with decisions that are reached through intervention, a mark of 4 would still be appropriate.

Explanation of Research and Planning

All team members should contribute to the writing of the Explanation of Research and Planning. There is no required format for this document. It can be a simple table that takes each line of its descriptor from the syllabus as a stimulus for detailing decisions and explanations. 300–400 words are available for this document.

Provide learners with a checklist such as the one below to help them check they have done all that is required for the Team Element of the Team Project.

Team Project (Team Element)			
Topic			
Local issue			
Local action			
Does our local issue allow us to:	Yes	No	Notes
Work as a team to create an Explanation of Research and Planning?			
Research the issue and different perspectives on it?			
Develop, plan and carry out a local action that can be evidenced and evaluated?			
In our Team Element:			
Does the Explanation of Research and Planning identify the different perspectives and aspects of the local issue that will be researched, and who will do this work?			
Does the Explanation of Research and Planning contain an outline of the action and steps taken to plan it?			
Does the Explanation of Research and Planning contain details about the roles and responsibilities of each team member, how the action will be evidenced and how the success of the action will be measured?			
Does the explanation of Research and Planning contain notes of any parts of planning that had to be changed?			
Have we worked as active and committed team members throughout the team project? What have I done to evidence my part in this teamwork?			
Is the Explanation of Research and Planning less than the maximum of 400 words?			
Does our Evidence of Action show an aspect of our action?			

Evidence of Action

One Evidence of Action is required to support the submission. For example, if a team has the stated aim of reducing the amount of food wasted in their school, they might decide that an appropriate action might be a series of posters to be displayed around the school. Here are some examples of suitable ways of providing Evidence of Action:

- photographs of a poster or series of posters
- an information leaflet or brochure
- an instructional/informative presentation
- a song or poem
- a web page
- a design, model or blueprint for a product or similar
- a record of an event, e.g. fundraiser (video footage or images of the event may be submitted).

Any video files submitted must be no longer than 10 minutes. If the outcome is a web page or takes some other electronic format, learners must embed a link to the outcome in their Explanation so that both the teacher and the moderator can view it. The Evidence of Action should **not** include minutes of meetings or evidence of research.

Personal Element – Reflective Paper

The Personal Element of the Team Project is the Reflective Paper. The Reflective Paper is a substantial piece of work which attracts most of the marks for the Team Project component (up to 45 marks in total). This is written individually and is **not** a collaborative activity. While it is accepted that learners from a team will have examples in common in their work, this is the extent to which similarity is acceptable.

The Reflective Paper should be no longer than 1000 words. Any words beyond 1000 words will not be assessed.

The Reflective Paper should be written in the past tense. Once the team elements are completed, learners explain their evaluations and reflections, using examples as evidence and making sure that they include all the elements within the assessment criteria. Key personal research findings should be the research completed by the individual learner, not the other members of the group. Reflections on how their understanding has developed can include what they have learned from research into the issue and perspectives on it by other team members.

This is a paper, or report, rather than an essay. As such, sub-headings could be useful. Example sub-headings might be:

- Evaluation of the action
- Evaluation of own performance
- Reflection on learning
- Reflection on teamwork
- Developing understanding different perspectives and research
- Key personal research findings and how they supported the project

The mark scheme takes into account the degree to which explanations of each of the above are developed, and the use of specific examples from the project to support the development of those explanations.

Evaluating the action (AO1 Research, analysis and evaluation)

The completion of the Reflective Paper depends entirely on the production of an action. In the Reflective Paper learners must analyse and evaluate the effectiveness of the action in addressing the local issue. It is expected that, at the higher levels, learners have access to information on which to develop their evaluation.

Evaluating their own performance (AO1 Research, analysis and evaluation)

Learners evaluate and analyse how successfully they worked with others in the team, using examples from this project to develop explanations.

Learners also evaluate how successfully they carried out their own tasks in this project, using an example to explain their points.

Learning (AO2 Reflection)

Learners reflect on how their understanding of the issue has been influenced by their research and the perspectives they have explored. They should be clear when explaining where this learning has come from.

Learners reflect on what they have learned about their skills through this Team Project, being clear when explaining about aspects of the work that have given them this understanding.

Learners reflect on how they could have improved their performance, explaining how they could have improved both individually and as a team member.

Learning about teamwork (AO2 Reflection)

Learners use examples from experiences during this project to develop detailed reflections on both benefits and challenges of working in a team.

Experiences from this Team Project are used to develop and explain suggestions about how the team could have worked more effectively, or about what would be necessary to make a team more effective in the future.

Communicating key personal research findings and communicating clearly (AO3 Communication)

Learners communicate their key personal research findings, summarising their findings about the issue or perspectives on it. They reflect on how their research findings influenced the project as a whole. Where this has been secondary research, it is expected that sources will be cited and referenced appropriately.

Learners write a Reflective Paper that is well structured and clearly written.

Provide learners with a checklist such as the one on the next page to help them check they have done all that is required for the Personal Element of the Team Project.

Team Project (Personal Element)			
Collaboration	Yes	No	Notes
Have I worked as active and committed team member throughout the team project? What have I done to evidence my part in this teamwork?			
In my Reflective Paper			
Have I evaluated how far the action addressed the local issue?			
Have I evaluated how successfully I worked with other team members?			
Have I evaluated how successfully I carried out my own tasks?			
Have I reflected on how my own performance individually and as a team member could have been improved?			
Have I used examples to explain my evaluations and reflections on our action and my performance?			
Have I reflected on the benefits and challenges of working as a team, explaining them using examples from this project?			
Have I reflected on what I have learned about teamworking- how we could have worked more effectively, or how teams in the future could do things differently in order to be more effective, explained through examples from this project?			
Have I reflected on how my understanding of the local issue has been impacted by research into the issue and different perspectives on it?			
Have I reflected on what I have learned about my own skills?			
Have I included details of my research into the issue or different perspectives on it and are these clear? Are these my research findings rather than other members of the team? Have I explained how my research findings did or did not support the project?			
Have I used citations and referenced them all in a reference list at the end of my Reflective Paper?			
Have I added a word count and is this less than the maximum of 1000 words?			
Have I structured my Reflective Paper using sub-headings that aid navigation?			
Have I proofread and checked my work so that it is free from error?			

2. Marking and moderation

The mark scheme supplied in the relevant syllabus must be used for marking the Team Project. In each explanation about the award of marks, the work achieving the top level of marks is described. The tables show how work not meeting these standards should be marked. It is not expected that learners will meet the same level across all the criteria.

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

However, if multiple teachers have been involved, they will need to meet to standardise their marking and ensure that they are all applying the assessment criteria in the same way. They should do this using a sample of the Team Projects representing the full range of ability (taken from the projects from each teaching group involved), before the marking of all the learners' work for the centre takes place. During the marking period, the lead assessor should be available to give guidance.

Team Project (Team Element)

Table A Team Element – Explanation of Research and Planning (AO1 Research, analysis and evaluation)

Four strands assess the clarity of planning. Each strand is assessed.

For 10 marks to be awarded the Explanation of Research and planning must:

- clearly identify the topic and the issue (Strand 1, 2 marks)
- detail a clear plan, including how the action will be evidenced and how its success will be measured
- clearly identify the roles and responsibilities of each team member (for research, planning and the action)
- summarise the action the team will take to address the local issue.

Table B Team Element – Evidence of Action (AO1 Research, analysis and evaluation)

Table B has a single strand for marking. For 5 marks, the action is deemed to be very likely to make a positive difference to the issue, while the action was carried out very well.

Table C Team Element – Team Collaboration (AO3 Team Collaboration)

The syllabus and mark scheme identify key aspects of collaboration to include:

- clear communication between team members
- sharing useful ideas and developing the ideas of others
- agreeing targets and deadlines
- solving problems
- being flexible when required
- completing own tasks

- dividing tasks between team members and recognising all members' contributions
- asking for and giving support to others when needed.

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

- The product of the collaboration (how effective their action was)
- The Reflective Papers produced by the team.

For example:

- If the team work successfully together, communicate well with each other, coordinate their activities effectively, solve problems that they face during the project and resolve group conflict successfully but their final action is not completely effective, they should still be awarded a high mark for collaboration despite the product of their collaboration being less successful.
- Alternatively, if one member of the team completes most of the work and the team do not collaborate effectively throughout the process, but due to the work of the one team member the action is effective, the team should be given a low mark for collaboration.

All members of the team are awarded the same team mark for Collaboration. Collaboration marks are awarded based on observation throughout the project.

Table C has a single strand for marking. For 5 marks the team has collaborated effectively throughout the project and resolved to issues that have cropped up to the satisfaction of all team members.

Table D Team Element – Individual Collaboration (AO3 Collaboration)

All members of the team are also awarded an individual mark for Collaboration. Individual collaboration marks may vary within the team.

Collaboration marks are awarded based on observation throughout the project.

The mark must not be awarded for how much work any individual team member has undertaken, but rather for how well the individual has worked with the team. Therefore, if one learner from the team completed most of the work then that individual should not achieve a high mark as they did not successfully collaborate with team members.

Learners should be made aware of what is meant by collaboration in this syllabus.

Table D has a single strand for marking. For 5 marks the individual learner consistently demonstrated the characteristics of an effective team-worker throughout the project, contributing, being flexible, supporting and being supported and completing own tasks as agreed with the team.

Personal Element – Reflective Paper

Table E Personal Element – Evaluation of the action and teamwork in the Reflective Paper (AO1 Research, analysis and evaluation)

Levels descriptors in the mark scheme focus on the depth of explanation and illustration using examples from the project. For 10 marks the learners must have:

- developed two points, using details from feedback, to explain how successfully the action addressed the local issue
- developed two points, using details from the project, to explain how successfully the learner worked with other team members
- developed one point, using details from the project, to explain how successfully the learner managed their own tasks for the team.

Table F Personal Element – Reflection on learning in the Reflective Paper (AO2 Reflection)

Levels descriptors in the mark scheme focus on the explicit nature of the reflection and on detailed reflection. For 15 marks the learner must have:

- explained in detail and explicitly how their understanding of the local issue has been influenced by research and the different perspectives explored
- explained in detail and explicitly what they have learned about their own skills through participating in this team project
- reflected on their own performance and explained explicitly and in detail how they could have performed better as a team member and individually.

Table G Personal Element – Reflection on teamwork in the Reflective Paper (AO2 Reflection)

Levels descriptors in the mark scheme focus on the explicit nature of reflection and on detailed reflection on team work. For 10 marks the learner must have:

- explained explicitly and in detail, using examples from this project to support the explanation, the benefits and challenges of working in a team, developing from the evaluations in Table E
- reflected in some depth, supported by examples from this project, how the team could have worked more effectively or could work more effectively in the future.

Table H Personal Element – Communication in the Reflective Paper (AO3 Communication)

This criterion focuses on clarity and structure or what is presented. For 10 marks, the learner must have:

- presented a clearly written and well-structured Reflective Paper
- summarised their own research findings on the issue or a perspective on it, including how this influenced the project, with citations and references where appropriate.

Internal moderation

When everybody has completed marking, the lead teacher / internal moderator checks the marking of each teacher to ensure they have adhered to the standard. Any differences in marking between the internal moderator and other markers should be talked through and resolved. Marks can be adjusted from any part of the range of marks and if there is a discernible trend of leniency or severity, marks should be adjusted for

other coursework in that range. If the trend is consistent, it is possible to scale marks upwards or downwards without the need to re-mark all coursework within the range affected.

If, however, there is no clear pattern and if learners are at risk of being awarded the wrong mark, more coursework from that teacher's marking should be marked and adjustments made until all doubt about the accuracy of the marking has been removed. Samples should be re-marked from the remaining teachers' marking until the process is complete. If marks are changed because of internal moderation, the change of marks should be clearly shown on the work and on both the Individual Candidate Record and the Coursework Assessment Summary Form.

External moderation

Cambridge International will externally moderate all internally assessed components.

- you must submit the marks of all candidates to Cambridge International
- you must also submit the marked work of a sample of candidates to Cambridge International.

The sample of work submitted for external moderation should:

- represent the spread of marks across the entire ability range for the cohort, and include the top-scoring piece of coursework, some middle-range marks and the lowest scoring piece of work
- include a balance of work from candidates across all teaching sets and assessors.

Each sample should:

- include the candidates' coursework (the pages of the work of each candidate can be stapled together with the Individual Candidate Record Card attached as the front page)
- be clearly marked with candidates' names and numbers, and your centre's name and number
- include the Coursework Assessment Summary Form(s)
- include a copy of the form MS1
- include the coursework question and any other instructions given by you to the candidates
- contain information on the circumstances in which the coursework was completed by candidates and about how you undertook internal moderation.

On all forms, those candidates selected for external moderation must be indicated by an asterisk (*). It might be necessary for a moderator to call for a further sample of work, beyond the original submission. Full details of this further sample would be addressed to the named Examinations Officer at your centre. Centres are asked to retain copies of all Individual Candidate Record Cards and Coursework Assessment Summary Forms until the publication of results.

Administration and submission of coursework

Please check the latest edition of the *Cambridge Handbook* for all the latest information concerning the administration of coursework available at www.cambridgeinternational.org/cambridge-for/exams-officers/cambridge-exams-officers-guide/

Check the samples database for submission information, forms and deadlines for Component 3. All forms are available on the Cambridge Samples Database at www.cambridgeinternational.org/samples.

3. Individual Report

The Individual Report is an internally set assessment, externally marked by Cambridge International. Learners write their report during the school year. The Individual Report should be no longer than 2000 words. Any words beyond 2000 words will not be assessed. Learners write an Individual Report on a topic from the topic list.

Choosing a topic and issue

Learners choose one of these topics for the Individual Report and identify an important or interesting global issue. Learners devise a global research question based on some research into the topic and the global issue, which they answer in their report.

Arts in society	Law and criminality
Change in culture and communities	Media and communication
Climate change, energy and resources	Migration and urbanisation
Conflict and peace	Political power and action
Development, trade and aid	Poverty and inequality
Digital world	Social identity and inclusion
Education for all	Sport and recreation
Employment	Technology, industry and innovation
Environment, pollution and conservation	Transport, travel and tourism
Globalisation	Values and beliefs
Health and wellbeing	Water, food and agriculture

When choosing a topic for the Individual Report, learners can choose any topic from those listed in the syllabus.

The report is written in the form of an essay. The focus of the report should be the perspectives of different people, groups or nations. It is important that learners ensure that they can find different perspectives on their issue at an early stage.

Within their Individual Report, learners are expected to research and present arguments and evidence from different perspectives (global and national/local) to provide supporting information and evidence. They must evaluate their evidence and the quality of their sources in relation to the arguments presented, as well as their question.

When they have considered their question from different perspectives and explored the causes and consequences of their chosen issue, they suggest possible courses of action to address the issue.

Learners answer their question, giving their own perspective based on the evidence gathered.

The preparation, research and writing of the Individual Report must be completed independently. It need not be done under examination conditions, but progress should be monitored, and guidance and support given throughout the process.

Before learners begin constructing their research question, they should be encouraged to think about the following:

- Am I clear about what I must do?
- Which of the topics interests me most?
- What issue within these topics would I like to explore?
- Can I find different perspectives on this issue?
- Can I find enough information about this issue?

Constructing a research question

The research question needs to include a global topic as well as an issue within that topic. A global topic is a general subject or field of enquiry that has global relevance. A global issue causes controversy, disagreement or hardship, has causes and consequences and is usually a problem which can be solved with different courses of action. A global issue goes beyond a local or national context.

When thinking about their question, learners should consider whether there are enough sources of information available for them to answer their global question from different perspectives and viewpoints.

The title of the Individual Report should be a research question to be answered in the essay. The question should not be too broad and should be manageable within the 2000-word count.

The research question should allow the learner to:

- engage with a range of perspectives
- analyse the causes and consequences of the issue
- consider different courses of action to improve or resolve the issue
- reflect on how their personal perspective on the issue has changed/developed.

Give learners examples of questions to help them formulate their own. Each learner should have a different question for their Individual Report even if they use the same broad topic area. Learners' research questions should indicate the topic and the issue under consideration, for example:

Can the Arts improve health in communities? (Topic: Arts in society. Issue: Impact on community health)

Could social media companies prevent cyber bullying? (Topic: Digital world. Issue: Cyber bullying)

Can globalisation lead to more equality between men and women in families? (Topic: Globalisation. Issue: Inequality in family life.)

Should we try to live more sustainably to prevent climate change? (Topic: Climate change. Issue: Sustainable living)

Can governments ensure that immigrants are integrated into local communities? (Topic: Migration / change in communities. Issue: Integration of immigrants)

Can Fair Trade solve global poverty? (Topic: Poverty and inequality. Issue: Impact of Fair trade)

The main aim of the research for the Individual Report is to gather enough information and data to allow learners to address all the required criteria for this component.

Sharing the assessment criteria with learners is good practice and the teacher should make sure that learners understand what they need to do for each of the assessment criteria.

Provide learners with a checklist such as the one below to help them check they have done all that is required when writing the Individual Report.

Individual Report			
Global topic			
Question/Title			
Is my research question:	Yes	No	Notes
On one of the topics listed in the syllabus?			
Focused on an issue within the topic?			
Focused enough to be answered within a 2000-word report?			
In my Individual Report:			
Is there an introduction that explains the question and the global issue I will explore?			
Have I included a national and global perspective on the issue?			
Have I provided relevant information and are all paragraphs related to the issue and the question?			
Have I included evidence to support each argument I present?			
Have I evaluated some of the sources of evidence I have used?			
Have I used my own words and put quotation marks around others' words?			
Have I provided evidence, explained, and illustrated the points I have made; causes, consequences, course(s) of action?			
Is there a conclusion that answers the question and shows how my research and reflection has affected my perspective?			
Have I used citations and referenced them all in a reference list at the end of my report?			
Have I added a word count and is this within the maximum of 2000 words?			
Have I structured my report using sub-headings to help the reader follow my argument, without interrupting the flow of my report?			
Have I proofread and checked my work so that it is free of errors?			

Writing the Individual Report

When learners have completed the planning for their Individual Report, they can begin writing. You should be satisfied that there is a focused global question on a specific issue, that enough research has been undertaken and that different perspectives have been considered.

There should be enough supporting evidence. Learners should have explained the causes and consequences of the issue, selected one of two courses of action and evaluated evidence and the sources they have used to make their arguments.

Sources should have been selected, accurately cited and referenced. The writing of the Individual Report is the final step and the evidence of all the work that has been completed.

At this point, provide learners with guidance on how they should organise their Individual Report.

One suggestion is as follows:

1. Question as a title.
2. Introduction to the global issue.
3. Analysis of the issue from different perspectives.
4. Analysis of the causes and consequences of the issue.
5. Proposal of courses of action to address the issue and selection of the one preferred.
6. Evaluation of sources of information.
7. Conclusion and reflection on how the research have influenced the learner's personal perspective.

The Individual Report should be coherent and clearly structured, with arguments, evidence and perspectives presented clearly.

Learners are expected to use sources and information to provide evidence for the arguments presented, to explain any points made and to support their conclusion answering their question.

The conclusion should be clear and concise and give the learner's personal perspective, reflecting on the impact of their research, learning and others' perspectives on their personal perspective(s).

Learners should justify their personal perspective using evidence from their research and make direct links between the conclusion they draw, and the evidence contained in their report.

In their planning, learners should select the information and sources they are going to use and note the strengths and weaknesses of each.

Learners should try to use different types of sources and must refer to these in the body of their work.

Learners must cite and reference all sources used and when quoting directly they must use quotation marks. They should avoid quoting extensively. Quotes count towards the word count. Learners' own words are preferable.

Learners should be advised to find a range of sources to add depth to their work. These should come from different perspectives.

One example could be: how the United Nations views migration on a global scale, the USA view of migration compared with the Mexican perspective. Different viewpoints such as those of migrants or of local government officials could also be researched.

Make learners aware of the following before they begin writing:

- It is important that learners understand that they are presenting viewpoints and not just information.
- Learners should be responsible for their own work and plan their Individual Report independently. They should negotiate time frames and deadlines with their teacher.
- Learners should not use the work of any other learner. They should make notes while researching, and use their own words when they write their Individual Report. They can copy and paste website addresses used in their research. They should note the date, title and author of the article and the date they accessed it.
- Learners should be clear that they know what is required for successful completion of the Individual Report. They may discuss aspects of their work with their teacher, but they should not expect their teacher to do any research or work for them. They should not expect written feedback or corrections on their work.
- Learners should check that their work is complete and has been spell-checked and proofread before submitting it for assessment.

Administration and submission of coursework

Please check the latest edition of the *Cambridge Handbook* for all the latest information concerning the administration of coursework available at www.cambridgeinternational.org/cambridge-for/exams-officers/cambridge-exams-officers-guide/

Check the samples database for submission information, forms and deadlines for Component 2. All forms are available on the Cambridge Samples Database at www.cambridgeinternational.org/samples.

4. Teaching activities

Research

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

Activity 1: Researching a product	
Time	60 mins (1 lesson)
Resources	Websites, internet, computers, pens and notebooks
Task	<p>Give learners 2 or 3 website addresses about mobile phones. Learners complete research to choose one mobile phone which they think is the best.</p> <ul style="list-style-type: none"> • Learners have 30 minutes, working in small groups of four members. • Set the parameters, e.g. the mobile phone must be able to take and upload photos, connect to the internet, cost under \$150, etc. • Learners use the websites chosen by the teacher. • Learners present their findings to the class in 3 or 4 minutes. • Learners say why their group's choice is the best.
What to look for	Circulate the classroom to see how well learners are attempting the task. Observe who is good with technology, who shows good leadership skills, who is good at time management, who takes on the role of scribe and who is confident when presenting the findings, etc.
Class feedback	<p>Class feedback can be elicited with questions such as:</p> <ul style="list-style-type: none"> • What went well? • How do you know this? • What did not go so well? • Why do you think this was? • What might you do differently next time? <p>Tell learners that this is evaluation and that they have just completed a mini-project.</p>
Variation	If there is no access to the internet, you can use printed sources of information. Learners might research a different product, e.g. trainers, an iPad, a holiday, etc.

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

Analysis

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

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

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

Evaluation

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

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

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

Reflection

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

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

Activity 1: Comparisons	
	Tell learners that they should get into the habit of reflecting as they will need to do this in their Reflective Paper once they have completed their Team Project and in the Individual Report.
Variation	KWL charts are a great way of getting learners to reflect on their learning. Other strategies include mind maps, spider diagrams, T-charts, timelines, etc. Any global topic can be used for this activity.

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

Communication

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

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

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

Collaboration

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

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

Activity 1: Debating	
What to look for	Circulate to see how learners are working together, using the technology and whether they are collaborating and cooperating with each other. Look to see who shows good leadership skills, who takes on the role of scribe and who is confident using search engines and making notes. During the debate note how confident the speakers are and whether listening and speaking skills need further development.
Class feedback	Class feedback can be elicited on how well learners collaborated. Questions might include: <ul style="list-style-type: none"> • What went well and why? • What did not go so well and why? • How might collaboration be improved upon next time?
Variation	Learners to produce their own proposals for debate. Any global topic can be used for this activity.

Activity 2: Research and gallery	
Time	60 mins
Resources	Pen and notebook Access to the internet or relevant journals Sticky notes
Task	Tell learners that they will be working in teams of four on an activity to do with the global topic of climate change. <ul style="list-style-type: none"> • Teams of learners are given part of a topic, e.g. Team 1 will look at international perspectives on climate change: learners take a different part of the world each and research what countries have as policies and what actions are being supported to reduce the damage of a changing climate. The team meets and plans its' team members' work. • Learners carry out their own research and regroup to share findings. • Learners decide how best to present their findings to the class, knowing it will form a gallery. • The presentation / posters / other forms of report are created and formed into part of a gallery. • When all teams have completed their part of the research, learners spend 30 minutes as a team tour the gallery. Feedback is given on a sticky note: 2 highlights (stars) and one improvement (wish). • All work and sticky notes are passed back to the original team who discuss whether they agree with their feedback and why / why not?
What to look for	Circulate to see how learners are working together, answering the questions and discussing.
Class feedback	Give each team the assessment criteria for collaboration from the syllabus. The team discusses and explains which level they are working at for collaboration. A discussion would be useful after this activity about what websites were selected, how individuals reached them, what about them made them useful. Learners discuss the benefits and challenges of doing this task as part of a team.
Variation	Different teams can carry out the same task, with different aspects of the same topic – the seas, farming and food production, international relations etc.

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