



**Cambridge Assessment  
International Education**

Learner Guide

**Cambridge IGCSE™  
Global Perspectives 0457**

**Cambridge O Level  
Global Perspectives 2069**

For examination from 2025



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## About this guide

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This guide explains what you need to know about your course and examinations. You should use this guide alongside the support of your teacher.

Download and save the document to a desktop computer to be able to explore the interactive tools including the ability to make notes and use the checklists.

### **The Learner Guide will help you to:**

- ✓ understand how you will be assessed
- ✓ understand the skills you need to have
- ✓ prepare for your Cambridge examinations
- ✓ plan your coursework components
- ✓ research effectively.

### **The aims of the course are to help you:**

- ✓ become independent and ready to take your place in an ever-changing, information-heavy, interconnected world
- ✓ analyse and evaluate global issues and their causes, consequences and suggest possible courses of action
- ✓ consider sustainability when analysing issues and suggesting courses of action
- ✓ research and reflect on issues from different perspectives, independently and with others
- ✓ work independently as well as part of a team, taking responsibility for your own learning
- ✓ consider important issues from different perspectives and reflect on the links between these
- ✓ assess information available to you and support your judgements with evidence and reasoning
- ✓ communicate with others effectively and appropriately.

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

It offers you opportunities to explore global 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, 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.

# 1. What you need to know

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

The course is made up of three components.

## Component 1

### Written Exam

This is a formal examination. You will have 1 hour 25 minutes to complete the whole examination and will be given source material to read. 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 topic list.

## Component 2

### Individual Report

This component is coursework. Choose a topic from the list. When you have chosen your topic, do some general research to identify any issues related to the topic. For the Individual Report an issue means a problem or a cause of disagreement. Choose only one issue to concentrate on and to research in depth. Your issue should be of global importance and your question should be about the issue. The easiest questions to ask and answer (and to research) are questions which can be answered yes or no.

Decide on a research question and research different perspectives on this issue and then present your findings in the form of an essay (1500–2000 words).

## Component 3

### Team Project

This component is coursework. Work with a team of other learners to decide on a relevant local issue that you would like to address. All learners should research the issue in advance and collaborate and co-operate to decide on a suitable project. Work together to plan and carry out the project to achieve the agreed aim.

The Team Project has two elements:

- Team Element
- Personal Element

#### Team Element

The team collaborates to produce one **Explanation of Research and Planning** and one **Evidence of Action**.

#### The Explanation of Research and Planning: 10 marks

This is a piece of writing produced by your whole team. It should include:

- the topic your team has chosen
- a local issue your team wants to address
- what each team member will research
- An outline of the action your team will take
- the plan of action
- the roles and responsibilities of team members
- how your team will evidence your action
- how your team will measure the success of your action.

The Explanation of Research and Planning should be between 300 and 400 words. Any writing after the first 400 words will not be read or credited.

**The Evidence of Action: 5 marks**

Each team submits an Evidence of Action for their Team Project to show what they have done. The Evidence of Action can take any appropriate form such as posters, leaflets, web pages, videos (10 minutes maximum), presentations or photographs of an event. This is something that has been produced during the action. It should not include evidence of research or initial meetings to discuss the project. All members of the team will be awarded the same mark for the Explanation of Research and Planning and for the Evidence of Action.

**Collaboration: 10 marks**

Your teacher will observe you and give a mark to your team for collaboration. There are 5 marks for how well the whole team works together and 5 marks for how you have collaborated with the rest of your team.

Your teacher will be looking for the following aspects of good collaboration:

- clear communication between 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
- asking for and giving support to others when needed.

**Personal Element****Reflective Paper: 45 marks**

Each member of the team will write and submit a separate Reflective Paper. The Reflective Paper can be up to 1000 words. Any writing after the first 1000 words will not be read or credited. 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 complete this on your own.

**Topic list**

This topic list is for all three components.

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

Always check the syllabus for the year you are taking the examination which is available at [www.cambridgeinternational.org](http://www.cambridgeinternational.org)

## How you will be assessed

You will be assessed using three components:

- Component 1 – Written Exam
- Component 2 – Individual Report
- Component 3 – Team Project

This table summarises the key information about each component.

Component	Time and marks	Details	Percentage of qualification
<b>Component 1 Written Exam</b>	1 hour 25 minutes 70 marks	<p>This is a formal examination. You will sit the exam under examination conditions.</p> <p>Answer all four questions based on a range of sources.</p> <p>Sources will present a global issue from a range of perspectives, personal, local and/or national, global. (See list of topics.)</p> <p>Question 1 (18 Marks) has three or four parts. You should read the sources and analyse information, arguments and perspectives about the issue.</p> <p>Question 2 (16 marks) has two parts. You should evaluate research in one of the sources and suggest ways to research or test a claim.</p> <p>Question 3 (16 marks) is based on a source that presents different arguments about the issue. You should analyse and evaluate the different arguments and make a judgement about their quality.</p> <p>Question 4 (20 marks) is based on all the sources in the Insert. You should assess actions and explain your judgements with reasons and advice.</p>	35%
<b>Component 2 Individual Report (Coursework)</b>	60 marks (your teacher will give you the deadline date)	<p>Research one global issue on a topic from the list provided.</p> <p>Research different perspectives – local and / or national, and global on your chosen issue.</p> <p>Reflect on your own personal perspective.</p> <p>Submit a report on your research. You choose your own title.</p> <p>The report is written in essay-style and must be between 1500–2000 words.</p>	30%
<b>Component 3 Team Project (Coursework)</b>	Team Element 45 marks Personal Element 45 marks Total 70 marks (your teacher will give you the deadline date)	<p>Work in a team to choose a topic and identify a local issue. Work together to develop a project that will help on the local issue.</p> <p><b>Team Element:</b> As a team you produce one Explanation of Research and Planning (of 300–400 words) and one Evidence of Action. Your teacher will also observe you collaborating in your team.</p> <p><b>Personal Element:</b> 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. (750–1000 words)</p>	35%

## 2. What will be assessed

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

The examiners take account of the following skills areas in the components:

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

It is important that you know the different weightings (%) of the assessment objectives, as this affects how the examiner will assess your work.

Assessment objectives (AO)	Weightings (%)	What do you need to be able to do?
<b>AO1 Research, analysis and evaluation</b>	68%	<ul style="list-style-type: none"> <li>• research global issues, their causes, consequences and possible course(s) of action</li> <li>• use evidence to support claims, arguments and perspectives</li> <li>• identify and analyse issues, arguments and perspectives</li> <li>• analyse and evaluate the evidence and reasoning used to support claims, arguments and perspectives</li> <li>• analyse and evaluate sources and/or processes to support research, arguments, perspectives and an outcome</li> <li>• support an argument, a perspective, or course(s) of action with logical reasoning.</li> </ul>
<b>AO2 Reflection</b>	15%	<ul style="list-style-type: none"> <li>• think about different perspectives objectively and with empathy</li> <li>• support personal perspective(s) with evidence and reasoning</li> <li>• think about how research, engagement with different perspectives and working as part of a team, have influenced personal learning.</li> </ul>
<b>AO3 Communication and collaboration</b>	17%	<ul style="list-style-type: none"> <li>• select and present relevant arguments, evidence and perspectives clearly and with structure</li> <li>• present research, and include citations and references</li> <li>• contribute to the Team Project.</li> </ul>



### 3. Component 1 – Specimen answer

This section takes you through a specimen answer from **Component 1 Written Exam – Specimen Paper Question 4**. It will help you to see how to identify command (instruction) words within Question 4 and to understand what is required in your response.

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 exam, you will need to pay careful attention to what each question is asking you to do.

#### Question 4 (20 marks)

4 A government wants to reduce hunger for people living in poverty.

The following actions are being considered:

- Provide free food in areas of poverty.
- Invest in new farming technologies.
- Train people to grow and sell food in local areas.

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

In your answer, you should:

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

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[20]

## Insert

### Source 1

The United Nations has a sustainable development goal to end hunger and poor nutrition. There has been progress towards this goal globally.

However, over 2 billion people suffer from food insecurity. This means they cannot get enough food on some days of the year. In 2021 the United Nations estimated that 800 million people regularly suffered from hunger and poor nutrition.

#### Causes of hunger and poor nutrition

- Poverty and unemployment
- Food shortages
- Extreme weather and climate change
- Food waste
- War and conflict
- Unfair international trade

### Source 2

We are a food charity campaigning against world hunger.

Pandemics and rising food prices mean that food shortages are affecting more people. Worldwide, about 25 per cent of children do not get the food they need to grow and thrive – to become healthy adults and fulfil their dreams. Hunger always destroys health, education and employment.

We must have compassion and care for everyone. We must not ignore their struggle to survive. Join us and bring hope to the hungry. Support our food programmes and help millions every year.

Protest about hunger. Donate to the United Nations World Food Programme. When people come together and demand change, extraordinary things happen. Together, we can build a better world where everyone has a right to food.

*Adapted from a food charity website accessed in 2021*

### Source 3: A school student's research project

I wanted to learn about action to end world hunger. To get some ideas, I decided to talk to the manager of a local food project in my city. Mrs Blum was enthusiastic about the success of her work and gave me permission to do the case study.

The interview took place in her city farm – a large garden of an old house. There were gardeners from the project working near to where the interview took place. Sometimes this made it difficult to hear what we were saying. At other times the gardeners could also hear our conversation. I wrote some notes to help me remember what she said.

Mrs Blum said: 'We do not want to give away free food and make people dependent. Let's help them to solve problems for themselves and give them dignity. We teach people how to grow and sell healthy food in the market to earn money. Most people enjoy growing their own food.'

*From a school research project in Europe, 2021*

#### **Source 4: A radio debate about food production**

##### **Grace**

There is a revolution in food production. My father is a farmer and he says that more food can be produced so that everyone can eat. New technologies can solve food shortages and hunger across the world.

Self-driving tractors linked to satellites can work all day and night to produce more food. Computers can gather data about the weather and soil conditions. This helps farmers know the best time to plant seeds and use fertiliser. Seeds can be genetically modified to grow in poor soil and resist pests and diseases.

I think that people are hungry because trade is unfair. Big food companies process food to make huge profits. They sell the food to wealthy people in rich countries. Food should be a human right for everyone.

##### **Seth**

Industrial farming is not the solution to hunger. It destroys habitats and the environment. Rain forests in South America are being cut down to grow grass for cattle. We lose many plants and animal species, and the soil is harmed. This causes climate change, making food production more difficult.

We need a cleaner, greener approach. Farming should be given back to local people who grow native food crops that reflect their cultures. In the magazine *New Internationalist*, case studies from Mexico and Tanzania show that communities can take control of their own food. Traditional crops and composting can improve the soil. The United Nations World Food Programme supports this approach.

Everyone can help by eating ethically – eat enough, not too much! Choose organic food without chemicals. Eat less meat because plants need less energy to grow. We must eat sustainably.

## Command and key words

This section will help you to understand how to identify command words and key words within exam questions, and to understand what is required in your response.

A command word 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, or argue a point of view. It is important that you understand the command words which indicate the approach you should take to answer the questions. Command words may be listed in the syllabus. The context of the whole question will affect the explicit meaning of the command words.

The information and advice given below, is specific to this example exam question. In your exam, you need to pay careful attention to what each question is asking you to do.

### Now let's look more closely at Question 4.

The command words in the questions have been highlighted and their meanings explained. This should help you to understand clearly what is required.

Clearly write down your recommendation. The examiner needs to be sure which you have chosen from the three actions.

Explain why you have chosen this action. You must give more than one reason for choosing the action you have chosen. You must support your points with information and examples from the sources.

In your answer you should:

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

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.

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.

## Specimen answer (Question 4)

## Examiner comments

To reduce hunger for people living in poverty I would advise the government to train people to grow and sell food in their local areas.

1

1 Clearly states recommendation.

Training people provides a long-term solution to the problem of hunger and helps people to help themselves – it is sustainable. Training gives people the skills they need to grow food and ensure that their families and the local community will have access to food every year. In addition, people will be able to grow more food than they need and sell the surplus to others in the local market. This will create wealth for the growers and bring them out of poverty at the same time as increasing the local supply of food to those who cannot grow their own food. As the saying goes, ‘give someone a fish and feed them for a day; teach them how to fish and feed them for life.’

2

2 Explains a range of reasons why this is a good approach, provides supporting detail. Considers how this will help people in poverty. All directly relevant to the issue and the chosen action. Explains the impact.

This action also has the most impact because the training can be related to the local culture and environment, making it more acceptable in each community. When people see its success, they will share their experience and train others, spreading skills. They will also teach their own children and the knowledge will be available for future generations. Seth in Source 4 agrees with this approach when he says, ‘farming should be given back to local people who grow native food crops that reflect local cultures.’

3

3 Explains the choice from the cultural perspective of local people. Quotes from Source 4 as evidence to support the choice. Explains the impact.

The government will also benefit because there will be no need to pay for food aid. If people escape poverty and sell produce, they will be able to pay taxes. Children can go to school healthy and learn, fulfilling their potential, as the food charity claim in Source 2. They can then get better jobs and pay more taxes to the government as the economy improves. The additional income can be spent on other services to improve and develop the country. It becomes a ‘virtuous circle’!

4

4 Provides another perspective (government) and links it to Source 2. Gives more reasons why this is a good solution. Explains the impact.

Specimen answer (Question 4)	Examiner comments
<p>Investing in new industrial farming technologies takes a long time and will not necessarily work in all places and environments. For example, growing food in a desert will always be very expensive and use precious water. It is also very expensive, requires continuing maintenance and high-level technical skills that are difficult to teach.</p>	<p>5 Considers one of the other possibilities and says it would not be good. It is not very clear how the example is relevant to the issue of poverty and hunger. Not very detailed.</p>
<p>Providing free food is also very expensive, it only has a short-term impact and does not provide a practical way to solve the problem. It creates dependency on others and more inequality because the problem is not solved by tackling the cause. Training people to grow and sell food tackles the cause of hunger.</p>	<p>6 Considers another possibility and explains why it is not as good as the chosen action.</p>
<p>So, I believe that the best action is to train people how to grow food. It is more effective and follows the United Nations' plans to create a more sustainable future that reflects local needs and reduces worldwide poverty by action at a local level.</p>	<p>7 Concludes with a reasoned judgement, gives details of why this is the best action. Relates the action to sustainability.</p> <p>AO1 Use evidence and reasons to support arguments = 7 out of 8</p> <p>AO1 Develop a line of reasoning = 7 out of 8</p> <p>AO1 Judgements about perspectives and action = 4 out of 4</p> <p><b>Total mark awarded = 18 out of 20</b></p>

### Examiner comment

The candidate clearly stated at the beginning which action they have chosen.

The candidate used evidence and reasons well to support the recommendation they made.

A wide range of evidence and reasons were given. For example, the candidate mentioned the food charity in Source 2, Seth in Source 4 and referred to the United Nations in the conclusion. The candidate provided reasons including how much impact this action would have, how successful the actions might be, sustainability, local action, economic reasons and how it was relevant to the local culture.

Most of the reasons and evidence were relevant to the question about how the government could reduce hunger caused by poverty and to the recommendation: training people to grow and sell food locally. However, there was some material that was not so relevant to this question, such as water shortages in deserts. The alternative actions were not explored in much detail.

The argument was clear, and well-structured in paragraphs. Each paragraph looked at a different aspect, making it easy to follow the argument. The recommendation was supported well with evidence, explanations and examples, this made it convincing and meant that the final judgement was supported.

The argument referred to the issue often, so in general, the reasoning was clear.

The candidate explored different perspectives and discussed all three actions, although they did not provide much detail about the actions they rejected. They could have given more consideration of the other possible actions, with more details about their impacts, and their strengths as well as their weaknesses as a government solution.

The candidate could have taken more care with the material used so that it is clear how all of it relates to the question, the issue and the action. This can be done by explaining the relationship between any examples provided and the question being answered. (for example, the comment about water shortages in deserts may have been relevant, but its relevance was not explained or made clear)

## Common errors and general guidance

- 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.
- Write about what will happen if the government chooses this approach. Imagine the future effects.
- Try to give several different reasons. These reasons should be fully explained.
- When giving an opinion or a fact, explain it and give reasons or evidence for your opinion or to support the fact stated.
- Use information from the sources in the INSERT (Resource Booklet): Quote the source directly or write in your own words. It is helpful if you say which source you are using. For example: Seth in Source 4... says, 'farming should be given back to local people who grow native food crops that reflect local cultures.' 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.
- Discuss some of the other options so that you give a balanced answer. 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.
- 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.

## 4. Component 2 – Specimen answer

This section takes you through an example of an Individual Report (IR). 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.

The mark weightings allocated to each of the assessment objectives are:

AO1 – 40 marks

AO2 – 5 marks

AO3 – 15 marks

Specimen answer (Individual Report)	Examiner comments
<p><i>Topic: Health and Wellbeing</i></p> <p><i>Issue: Corporal punishment in the home</i></p> <p><i>Research question: Should parents be banned from using corporal punishment? (1991 words)</i></p> <p><i>The United Nations Convention on the Rights of the Child<sup>1</sup> Article 19 says governments must protect children from violence, abuse and being neglected by anyone who looks after them. Article 3 says when adults make decisions, they should think about how their decisions will affect children. All adults should do what is best for children.<sup>1</sup></i></p> <p><i>Corporal punishment is a form of violence. It is punishment that causes physical pain.<sup>2</sup> Corporal punishment happens at home, school, and in judicial systems.<sup>2</sup> Most European countries have banned all three types. Sweden was the first country to ban corporal punishment in 1966. By 2019, 58 Countries banned corporal punishment, so that shows it is an issue in all those countries and probably also in countries where it has not been banned.<sup>2</sup> Human Rights Watch estimated that about 90% of countries had made corporal punishment for children illegal. My research focus is corporal punishment of children at home. I want to find out why parents use this punishment, how it affects children and what we should do to solve this issue.</i></p> <p><i>There are a lot of different ideas about parenting around the world. Different cultures have different family traditions and new research is telling us new information about parenting.</i></p>	<p><b>1</b> As this question 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.</p> <p><b>2</b> The candidate gives us an introduction that shows this is a <b>global issue</b>. The introduction gives us an idea what the candidate is going to tell us about.</p>



## Specimen answer (Individual Report)

## Examiner comments

Some people believe there are four main types of parenting:

*Authoritarian: parents believe their children should do as they are told and obey all rules without any discussion.*

*Authoritative: parents have clear rules, but their children's thoughts and feelings are considered.*

*Permissive parents are easy-going. They let their children do what they want and only get involved if something goes badly wrong.*

*Uninvolved parents usually do not know what is happening or what their children are doing. They don't usually set any rules. [www.verywellfamily.com/types-of-parenting-styles-1095045](http://www.verywellfamily.com/types-of-parenting-styles-1095045)*

*Authoritarian parents are the most likely to give punishments to their children and that can include violence – corporal punishment. Corporal punishment is common globally. Around 60% of children aged 2–14 years are regularly punished physically by caregivers. In some countries, most students say they are physically punished by school staff. The risk is about the same for boys and girls, rich and poor.<sup>4</sup>*

### **Causes**

*Research has shown different reasons why parents use corporal punishment. Parents were interviewed to find out if they used corporal punishment and why they did this.<sup>6,7</sup>*

*Some adults were disciplined or punished by smacking when they were children. So, this feels normal to them. If they are successful adults now, it seems like the right thing to do. They think they are helping their children to grow up as good citizens and to keep out of trouble.<sup>6</sup>*

*Some cultures still believe it is the best way to discipline their children: quicker, easier and works better than trying to explain everything. Parents should be in complete control and smacking and punishment helps them do that. They think children will understand a smack better than a long discussion about why something is wrong.<sup>6,7</sup>*

- 3 We see that there are different attitudes to the issue around the world, some evidence is given in the form of statistics. It is not clear how this section is relevant to the issue.

**Specimen answer (Individual Report)****Examiner comments**

Other parents do know smacking is not good. They have read all the guidance about parenting. They understand that it is not kind and that it has bad effects on their children. But still sometimes they get frustrated and 'lose it' and hit their children before they stop and think. They might feel guilty about it, but they still do it sometimes.<sup>7</sup>

Some parents are just damaged, they have anger-management issues. They cannot control themselves. They get angry easily and when they are angry, they are violent. They might be generally aggressive, using violence to solve any issues they have, and this includes domestic violence.<sup>6</sup> Other parents just do not know that physical punishment is damaging for children. They might not hit their children if they understood, or if they knew a better way.<sup>8</sup>

**Consequences**

There has been a lot of research on the effects of corporal punishment on children.<sup>3,4</sup> Corporal punishment affects children's development, their wellbeing and mental health. Children who are punished physically feel pain, they are sad, afraid, angry, and ashamed. Sometimes they blame themselves and feel guilty too.<sup>4</sup> Fear of their parents makes them stressed and causes changes in the way their body and brain work.

Corporal punishment has short-term and long-term consequences. Direct physical consequences include damage, disability and even death. Long-term mental health consequences include anxiety disorders, depression, addiction, self-harm and even suicide. When children who are physically punished grow up, they may become unstable and aggressive, even when they are adults. They often struggle with learning and with managing their own feelings. This can lead to problems at school and lack of success in education and at work. They may become aggressive, growing up to be aggressive adults.<sup>4</sup>

## Specimen answer (Individual Report)

## Examiner comments

Their lack of education, caused by their struggles at school may make it difficult for them to get a good job and they may be attracted to criminal behaviour. Losing control of feelings may cause antisocial behaviour and violence. Because they had an unhealthy relationship with their parents, they may struggle to build healthy relationships in future, and this may impact their family life as adults.<sup>4</sup> All these problems are multiplied when they are punished more often. Research has shown that aggression and low achievement in reading and mathematics are worse when punishment is more frequent.<sup>4</sup>

### Global Perspective

UNICEF says that governments should make sure children are protected and looked after by their parents, or by other people when this is needed. Also, governments should make sure that people and places responsible for looking after children are doing a good job.<sup>1</sup>

### Courses of Action

All governments should ban corporal punishment of children. They should also develop policies to reduce or stop the problem. They can introduce the Parenting for Lifelong Health (PLH) programme. This programme is backed by WHO and UNICEF.<sup>5</sup> Over the past 4 years, the programme has spread to more than 20 countries due to increasing demand. Dr Catherine Ward is the founder of PLH and is a child psychology expert. She says that PLH is focussed on solving problems by showing parents they can raise their children differently.<sup>5</sup>

“We are seeing parents using harsh parenting often because they don’t know alternatives,” says Dr Ward. “They want to do the right thing. But parents who use harsh discipline can affect children’s mental health badly, often leading to depression and problems around the child’s conduct, including risky behaviour ...”<sup>5</sup>

4 Causes and consequences of corporal punishment are explained. There is some discussion of different attitudes, and the candidate shows that they understand how people feel about this issue.

5 Very general comment about child protection. This is not a developed perspective on the issue of corporal punishment.

## Specimen answer (Individual Report)

## Examiner comments

Lucie Cluver professor of child and family social work says "If you make such services possible, people will attend. Parents everywhere want to do the best for their children and are very willing to receive support on issues like preventing corporal punishment and harsh discipline. This is very positive."<sup>5</sup>

WHO's Prevention of Violence Coordinator, Dr Butchart, says PLH is as low-cost as possible. The programme concentrates on the link between the treatment of children and their development. '...so that children both survive and thrive.'<sup>5</sup> It could be very helpful for countries that want to make a difference to get involved with the PLH programme.

How can parents manage their children without using violence? These days there are different ideas about how parents should raise their children. These are called parenting styles. [www.verywellfamily.com/types-of-parenting-styles-1095045](http://www.verywellfamily.com/types-of-parenting-styles-1095045)

In Japan, most parents discuss quietly with children – they give them time to calm down if they are misbehaving. They discuss carefully and in private why their behaviour is not good. Children are expected to respect others and to have empathy for them. They learn this from their parents and teachers because when they behave badly, their parents will wait for a private moment to explain the effect of their behaviour instead of telling them off in front of other people and making them feel ashamed. Children are taught responsibility from a young age; they are expected to tidy and clean up and to organise themselves. Because their parents teach them these habits from a very young age, they learn how to control themselves and have responsibility easily. <https://japantruly.com/how-do-japanese-discipline-children/>

If children are raised in this way, it seems normal to them to raise their own children in the same way. For parents who were not raised that way themselves, it might be more difficult. They might need to join a parenting class or get advice about how to start making changes in the way they cope with their children.

## Specimen answer (Individual Report)

## Examiner comments

What did Sweden do to ban corporal punishment so early? First, in 1966, Sweden banned corporal punishment in schools. In 1976, they voted to ban it in the home. Then they started a publicity campaign. They sent a brochure called “Can You Bring Up Children Successfully without Smacking and Spanking?” to all households with children. The brochure was translated into many languages. Parents were given advice and support about raising children without using violence. Information was printed on milk cartons to start families discussing the issue. Save the Children Sweden and BRIS held public debates and displayed posters on the issue. During the 1980s the number of children who were smacked fell to about 33%.<sup>14</sup>

Since the 1980s, more people report suspected cases of domestic violence to the authorities. This is because people do not excuse this behaviour these days, they do not think it is the parent’s private business.<sup>14</sup> Social services check out any reports of violence and see if the family needs support and if the child needs to be protected. Then they make sure families get any help they need. Recent studies show that even vulnerable parents who were punished as children are able to raise their own children without violence if they have the right support and advice.<sup>14</sup>

If we want to stop corporal punishment, we have to teach parenting skills. Then parents can raise their children without violence. The example of Sweden shows that this can be done if it is planned carefully, and the government and social services follow through.

### Evaluation

I got evidence from UNICEF to show that many countries have banned corporal punishment of children. UNICEF is a reliable source of information about the rights of children because they are careful to check their figures. This means the statistics are accurate and we can see that this is a global issue, and most countries are worried about it.

**6** Plenty of detail about the possible courses of action and the candidate chooses the best approach in the Reflection below.

## Specimen answer (Individual Report)

## Examiner comments

I used sources from the USA, India, Japan, and China, all agreeing with each other that parents should not hit children and should use other ways of teaching them right from wrong. The article from Harvard about the effects of spanking on the brain is reliable. WHO is the World Health Organization, they are a good source of information about corporal punishment.

7

7 Only the first point about UNICEF is explained.

### Reflection

I did not know that spanking was so bad for children before I did this research. I already knew it upset them, because I remember one of my friends in primary school said he got smacked when he was naughty. It made him very sad. I did not understand all the effects though and I did not know that there were so many different reasons why people might hit their children.

I think corporal punishment should be banned everywhere. Some of my research showed me that other countries are trying to ban it and I hope they will be successful. At the same time, it looks as if just banning it is not really enough. If parents do not know how bad it is and all the effects of it, they might continue doing it. So, we do need to have parenting classes or publicity about this issue to help parents understand how to raise their children without beating them or punishing them. If countries follow the Swedish plan that would be the best. They can get help from UNICEF, but they need to have a full plan of giving guidance and help to parents who are struggling. They can use simple ways to get their message across and they need to have social services in place to support parents, they might need to include counselling and mental health support for parents who are vulnerable themselves.

8

8 This section answers the question and the candidate gives their own perspective explaining how it has changed. It does not explain how other people's perspectives changed the candidate's perspective.

### Reference List

[www.unicef.org/child-rights-convention/convention-text-childrens-version](http://www.unicef.org/child-rights-convention/convention-text-childrens-version)

[www.unicef.org.uk/what-we-do/un-convention-child-rights/](http://www.unicef.org.uk/what-we-do/un-convention-child-rights/)

[www.gse.harvard.edu/news/uk/21/04/effect-spanking-brain](http://www.gse.harvard.edu/news/uk/21/04/effect-spanking-brain)

[www.gse.harvard.edu/news/uk/21/04/effect-spanking-brain](http://www.gse.harvard.edu/news/uk/21/04/effect-spanking-brain)



Specimen answer (Individual Report)	Examiner comments
<p><a href="http://www.who.int/news-room/fact-sheets/detail/corporal-punishment-and-health">www.who.int/news-room/fact-sheets/detail/corporal-punishment-and-health</a></p> <p><a href="http://www.who.int/news-room/feature-stories/detail/preventing-violence-against-children-promotes-better-health">www.who.int/news-room/feature-stories/detail/preventing-violence-against-children-promotes-better-health</a></p> <p><a href="http://www.verywellfamily.com/why-parents-spank-reasons-for-corporal-punishment-620129">www.verywellfamily.com/why-parents-spank-reasons-for-corporal-punishment-620129</a></p> <p><a href="http://www.indiaparenting.com/why-do-parents-hit-their-kids.html">www.indiaparenting.com/why-do-parents-hit-their-kids.html</a></p> <p><a href="http://www.hindustantimes.com/india-news/survey-shows-77-parents-spank-children-at-home/story-zNNnm3jsFKshnpcCKPSOYO.html">www.hindustantimes.com/india-news/survey-shows-77-parents-spank-children-at-home/story-zNNnm3jsFKshnpcCKPSOYO.html</a></p> <p><a href="http://www.scmp.com/news/people-culture/social-welfare/article/3119258/hitting-or-scolding-your-child-will-soon-be">www.scmp.com/news/people-culture/social-welfare/article/3119258/hitting-or-scolding-your-child-will-soon-be</a></p> <p><a href="http://www.who.int/teams/social-determinants-of-health/violence-prevention/inspire-technical-package">www.who.int/teams/social-determinants-of-health/violence-prevention/inspire-technical-package</a></p> <p><a href="http://www.care.com/c/parenting-styles-around-the-world/">www.care.com/c/parenting-styles-around-the-world/</a></p> <p><a href="http://www.who.int/publications/i/item/inspire-seven-strategies-for-ending-violence-against-children">www.who.int/publications/i/item/inspire-seven-strategies-for-ending-violence-against-children</a></p> <p><a href="https://resourcecentre.savethechildren.net/document/never-violence-35-years-swedens-abolition-corporal-punishment/">https://resourcecentre.savethechildren.net/document/never-violence-35-years-swedens-abolition-corporal-punishment/</a></p>	<p><b>Total mark awarded = 43 out of 60</b></p>

## Marks awarded

Table A Analyses a global issue: Establishes the global nature of the issue and supports with explanation.	Mark awarded = 5 out of 5
Table B Analyses causes and consequences of a global issue: Analyses, explains causes and consequences of corporal punishment in depth.	Mark awarded = 5 out of 5
Table C Analyses different perspectives on a global issue: (BOD) Mainly own perspective supported. Others are implied, section labelled 'Global Perspective' is not focussed on corporal punishment of children.	Mark awarded = 5 out of 10
Table D Analyses and evaluates possible courses of action: Well developed courses of action, selects one and justifies (in conclusion).	Mark awarded = 10 out of 10
Table E Evaluation of evidence and sources: One point is developed, the others are basic	Mark awarded = 5 out of 10
Table F Reflection: Answers the question, reflects on change of perspective – but not on others' perspectives – the anecdote about the friend pre-dates the research so counts as what the candidate already thought and why.	Mark awarded = 4 out of 5
Table G Structure and clarity: Generally easy to follow; the structure is a bit confused at first.	Mark awarded = 6 out of 10
Table H References: Some missing citations, occasional variation in method. No access dates at all.	Mark awarded = 3 out of 5
<b>Total mark awarded = 43 out of 60</b>	

## Examiner comment

The candidate shows good evidence of research on a global issue. The global nature of the issue was clearly explained at the beginning and developed. Causes and consequences of the issue were explained – in this case the reasons that parents use corporal punishment and the effects of corporal punishment on children.

There was clear evidence to show that corporal punishment is a global issue but there was no clear global or national perspective. Perspectives did not seem to have been researched. Only the writer's own perspective was presented and explained.

Courses of action were well developed and detailed and the preferred course of action was selected, and their choice was justified in the conclusion.

Evaluation was limited, most of the points made were either descriptive or of limited detail.

The response answered the question in some detail, reflecting on their own change of perspective, but without reflecting on others' perspectives.

More than one method of citation/referencing was used, though the citation seemed complete. Some citations were in the form of web addresses and others were numbered with the numbers linking to the reference list. No dates of access were provided.

## Common errors and general guidance

In general, explain in your own words. Using long quotes can waste words that could be used to explain or develop your points. The best approach is to make notes of interesting or useful opinions, facts, ideas, or information, with the sources, and save them under the relevant heading for when you start to write your essay.

Give equal space to the different areas of their essay. This allows you to avoid using too much space for some criteria, leaving too little room for others.

Where you have a lot to say, it may help to remove material that is not relevant to the issue, such as the descriptions of authoritative, permissive, and uninvolved parents. In this essay, authoritarian parenting is relevant and that is explained. However, we do not find the others mentioned again. The Japanese example could be labelled as authoritative to make that relevant, otherwise it is not necessary.

Perspectives should be clearly presented, with supporting evidence. In this essay, some different attitudes and feelings are included, but they are not presented by the candidate as perspectives. The Global Perspective section is not directly relevant to the question, or the issue and does not read as an opinion on corporal punishment.

- 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 give 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 give information about countries and described situations instead of explaining what anyone thought or felt about the issue.
- No causes. Some candidates do 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.
- Undeveloped points. Candidates sometimes make relevant comments about the issue they are discussing, or identify causes and consequences, or say that their sources are strong or weak. They do not develop these by explaining, giving examples or evidence to support their comments.
- 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.



## 5. Component 3 – Specimen answer

### Specimen answer (Explanation of Research and Planning)

*Clean Air for Lahore*

*Team members: Candidate 1, Candidate 2, Candidate 3, Candidate 4*

*Explanation of Research and Planning*

*Topic: Environment, pollution and conservation*

*We noticed many people cough endlessly in Lahore because of poor air quality. We want to take an action that'll help people breathe in better air and take an action that'll improve air quality over a long period.*

*Candidate 2 wants to research how people can protect themselves from breathing in dirty air. Candidate 1 wants to know what local businesses internationally do to keep air clean. Candidate 4 wants to know what other countries do to prevent poor health in cities. Candidate 3 wants to know what local perspectives are on the problem and will research the views of doctors and local people of all ages.*

*From the internet we learned that in many cities people wear face masks to filter the air that they breathe. This is particularly true in Asian cities. We learned that activated charcoal is a component in masks that helps to keep the particles that harm people from entering their bodies. These masks can be expensive for most people to buy. Doctors are worried about how ill older people become during hot weather, and say that they cannot afford the sort of masks that would help.*

*Local people, especially younger people, don't think about it as they just get on with their lives. Internationally, businesses get involved in projects to improve the environment.*

*We'll try to make an inexpensive mask that keeps pollution out and a brochure to show people how to do the same, trying it out on friends. To ensure our project has a long-term benefit, we'll encourage businesses to plant trees, by helping them to advertise how involved they are in protecting the environment.*

*Plan: Make a mask with our science teacher. Candidate 3 can ask the science teacher for help. Candidate 1 can make a template of the mask, guided by YouTube. Candidate 4 can make the brochure showing what to do. Candidate 2 can teach our friends. Candidate 3 can talk to our headteacher about how we can write a letter to ask businesses to join our project.*

*How we will know our project has been successful: Collect data: Asking friends and their families what the masks were like to wear, whether they found that they collected pollution, whether they made some, how easy it was. We'll know how many businesses join our project. It'll take longer to know how many trees are planted, and how well they clean the air.*

*Changes to our plan: We could use activated charcoal in our school science laboratory, but it's not so easy for people to buy. So, in our brochure, we've had to recommend people buy filters ready-made to slide into their masks. 440 words*

## Marks awarded

**Table A Team Element – Explanation of Research and Planning**


Clear identification of topic and issue.	<b>Level 2</b>	<b>2 marks</b>
The plan is clear and includes how the success of the action will be measured. There is no statement about how the action will be evidenced.	<b>Level 2</b>	<b>2 marks</b>
Clear identification of the responsibilities of each team member (masks).	<b>Level 2</b>	<b>2 marks</b>
A clear summary of the action the team will take to address the issue. The masks part of the project is used for assessment and is fairly detailed.	<b>Level 3</b>	<b>3 marks</b>

**Total mark awarded = 9 out of 10**

## Examiner comment

- The team has chosen a local issue to address in their action and their action is relevant to that.
- The word limit is important, and candidates should remain close to 400 words. Because this is over 400 words, the last paragraph has not been read and will not get any marks.
- The team did not research enough before they started about what materials were available to help with their masks.
- The Explanation says what each team member will research and mentions some actions each will take. A more detailed explanation of the roles and responsibilities of each team member would be helpful.
- The team decided on two actions. This is not helpful. It gives too much work and means it is difficult to reflect clearly afterwards.

## Specimen answer (Evidence of Action)

<p><b>Action 1:</b> we made a face mask in science</p> <ul style="list-style-type: none"> <li>• Made from recycled cotton</li> <li>• With a carbon lined filter, made by sealing activated carbon inside layers of muslin</li> <li>• Tried it out on family and friends</li> <li>• Offered it to local manufacturers</li> <li>• Made a brochure to show how people could make their own masks.</li> </ul>	<p>Our first mask</p> 
<p><b>Action 2:</b> An extract from a letter signed by local businesses</p> <p>Dear Sir,</p> <p>Global Perspectives is a subject in which teams work to help with a local problem or challenge. Our Team is concerned about air quality in Lahore as we hear so many people coughing.</p> <p>We have made face masks with charcoal linings for people to use, but we would like to leave something more long lasting.</p> <p>Will you agree to plant 10 trees or bushes each year for 10 years as part of a clean air for Lahore Plan, please? Your business will be named on our school website as a supporter of Global Perspectives in school, and as a business with sound ecological credentials, supporting Clean Air for Lahore.</p> <p>Signed student .....teacher ..... date .....</p> <p>Business..... signature..... date.....</p>	<p><b>Success of Actions</b></p> <ul style="list-style-type: none"> <li>• 30 businesses, near to school, in Lahore agreed to plant 10 trees or bushes each year for 10 years. They agreed to have their names put onto the school’s website as environmental champions. We should have asked more businesses.</li> <li>• The masks we made in science and with friends at school did trap pollution from the air we breathed. We could see it on the cotton cloth we used for them.</li> <li>• However, activated charcoal is not readily available and we had to replace this with bought filters in the brochure. 4 families tried them. They were pleased with how they worked. This is not enough to say we were successful.</li> </ul>

## Marks awarded

**Table B Team Element – Evidence of Action**

Planting trees by businesses and making masks. Two actions made this complicated and neither is done very well.	<b>Level 2</b>	<b>2 marks</b>
The team have undertaken an action that is not likely to make a positive difference to the issue and the action was not carried out well.		

**Total mark awarded for Table B = 2 out of 5**

## Specimen answer (Reflective Paper)

Now you are going to see 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. At the end of the project, you will produce a written Reflective Paper (750–1000 words, excluding the bibliography) focusing on:

- your personal research for the project
- how well the Action helped to achieve the project aim
- what you have learned about the issue and different perspectives on the issue
- how well you worked on your own and with your team
- what you have learned about teamwork overall and your own skills.

The Personal Element of the Team Project, the Reflective Paper, has a total of 45 marks.

## Reflective Paper: Candidate 3

*Our aim was to help solve the issue of poor air quality in Lahore. I am pleased that we did different things because they contributed in different ways to our aim. We will not know how many trees are planted as a result of our initiative, or be able to calculate the pollution they remove from the atmosphere. We do know that 3000 trees, if they all survive, in Lahore, can only help to relieve the pollution levels.*

*Making the masks and templates was good fun, and we learned some science. We taught our parents how to make them. They used their masks and reported that within a short time the outside of the filter was dirty, showing that it had done its job in stopping pollution getting through. They said they would pass on to their friends how far wearing a mask with a carbon filter was helpful in making breathing safer. This was only a small number, but it showed our ideas worked. However, it will not be our masks that they use. The problem arose when we found that the general public is unable to buy the activated charcoal we have in school. Instead, they will have to buy filters commercially. The result was that they said that masks were not too expensive and the filters they could buy would make them safer, so they preferred to buy them. This was clearly disappointing, making the brochure pointless. But at least we had promoted wearing masks with filters to improve health.*

*I took on the tree planting part of the project. I worked with the team while I was doing so, but I took control. I worked out with the team how I should approach businesses and local radio in order to show business' involvement and to give recognition to businesses. On April 7th representatives of all 30 businesses were hosted by school for a launch day. It felt like we had done a good job when one of the representatives spoke to our Headteacher about how business-like the letter was*

that I had sent to them, and how well I had organised the tree labels and the launch event. All of them had planted their 10 trees and could tell us where they were and how they had labelled them, showing the school name and logo and the business name. They all promised on local radio that they would repeat this for 10 years, and were pleased to be recognised on the school website, as Candidate 4 organised.

While this was lovely, and showed that I was good at completing part of a team project myself, it did make me realise that I had not involved my team in as much of this work as I could have done. I was willing to be guided by teammates, but I was not good at thinking about roles other team members could take to use their skills. Candidate 4 herself approached the Headteacher to get the website set up. I should have thought of that and asked her to. It is her strength and I just do not think of others when I get involved in something. With someone less thoughtful than Candidate 4 in the team, this could have been disastrous.

Alongside this, I supported the masks project and worked hard researching on the internet to identify how we could rescue the project once we knew that parents cannot buy the activated carbon we use in school. This was not easy as I tried to find alternative chemicals that we could use that were commercially available, but, in the end, I had to admit defeat. I do not like giving up, and this felt like failure. I found that only ready-made filters were an option. I learned to use a template to make masks, and taught my parents how to use it. My parents learned about the value of wearing masks when in the city, and now regularly wear them, encouraging their friends to do the same. Having only four sets of parents involved did not seem very adventurous or far-reaching, but I had to agree with Candidate 2 that the likelihood of school having to close again made it safer this way, meaning that we could have some impact.

My research was into how trees impact pollution. Globally, trees reduce pollutants in the air, up to a figure of one third of fossil fuel emissions. In doing so, they remove irritants and help people to be healthier. It has even been found that trees near to houses reduce pollution inside those houses.<sup>1</sup> At first, I thought the trees should be planted in our school grounds. This research led me to decide that businesses could plant their trees wherever they wanted to. It just does not matter – they do good everywhere. There is concern about how many countries are cutting down trees, meaning that there are fewer to take pollutants out of the air by filtering the air through their pores. They can remove ammonia, nitrogen oxide and sulphur dioxide. Ecosia reports that 7 million people annually die from the sort of air pollution that trees could prevent.<sup>2</sup> I was not aware of how individually our health is affected by trees, or how wide-ranging the effects of having leaves close to houses can be. Ecosia is a website that I will promote to show my school, local families and my parents how much there is to gain from tree planting.

Our team benefited from having members with different skills. We could trust each other to get on with work, report back to the team when we met and ask each other to help when we came to problems, such as sourcing activated carbon, as

detailed above. But our team's main weakness was having a member who wanted to do something alone. I would have done the trees project myself and it would have been less effective had our team not been in regular contact with each other and insisted that we all fed back progress and discussed the next steps. The other weakness was that we were all really keen to start the activity. None of us took the lead and asked the questions that would have made us see that our masks plan could not work.

I have learned a lot about working in a team that I need to remember for the future. All teamwork requires you to take your mind off your own part in a team effort, and really listen to what others say in meetings and engage with it. For a team to work well, it has to have a plan that everyone sticks to, a leader who keeps a whole picture as an overview, and everyone has to have trust in each other, but be strong enough to ask questions and be brave enough to offer suggestions. Being passive is not an option.

1 [www.arborday.org/trees/treefacts](http://www.arborday.org/trees/treefacts) accessed 29/02/2021

2 <https://blog.ecosia.org/how-trees-reduce-air-pollution> accessed 29/02/2021

## Marks awarded

**Table E Personal Element – Evaluation of the action and teamwork in the Reflective Paper**

Two developed points evaluating the masks part of the project.	Level 4	4 marks
Two developed points evaluating own teamwork.	Level 4	4 marks
One developed point on own work completion.	Level 2	2 marks

**Total mark awarded for Table E = 10 out of 10**

**Table F Personal Element – Reflection on learning in the Reflective Paper**

Explicit reflection on their learning from research.	Level 3	3 marks
Detailed and explicit reflection on what they have learnt about their own skills through participating in the team project.	Level 5	5 marks
Explicit and relevant suggestions for how they could have improved their performance as a team member.	Level 3	3 marks

**Total mark awarded for Table F = 11 out of 15**

**Table G Personal Element – Reflection on teamwork in the Reflective Paper**

Explicit reflection on the benefits and challenges of working in a team, linked to some examples of things experienced while completing team project	Level 4	4 marks
An explicit suggestion of how the team could have worked more effectively in the future is included beyond the word limit. Therefore, no marks awarded.	Level 0	0 marks

**Total mark awarded for Table G = 4 out of 10**

**Table H Personal Element – Communication in the Reflective Paper**

A clearly and well-structured Reflective Paper.	<b>Level 4</b>	<b>4 marks</b>
A clear summary of their own research findings and how this influenced the project, with citations.	<b>Level 5</b>	<b>5 marks</b>

**Total mark awarded for Table H = 9 out of 10**

**Total mark awarded to Candidate 3 for Personal Element (Tables E–H) = 34 out of 45**

### Examiner comment

- The Reflective Paper is 1149 words and is too long. Candidates must remain close to the maximum of 1000 words. Anything over the word limit will not be marked.
- The initial research is important and should be done carefully. This team did not find out early on that the chemicals they needed are not available commercially. This had a negative effect on their project. They should have checked first that they could do what they were planning.
- The candidate presents their research findings about the impact of trees on the environment clearly. They reflect clearly on what they have learnt from their research.
- The reflection could have been improved with more explanations and more real examples of what happened during the project. The section about teamwork is very general. Some examples of who did what and what went well would help. For example, we are not sure why the candidate says, 'Being passive is not an option' Does this mean that someone was passive? If so what happened and why was this a problem?

### Table F Personal Element – Reflection on learning in the Reflective Paper

For full marks the candidate needed to add:

- detailed and explicit reflection on their learning from perspectives
- detailed and clear examples of how they could have improved their own performance in the project.

### Table G Personal Element – Reflection on teamwork in the Reflective Paper

For full marks the candidate needed to add examples to support both the benefits and challenges, experienced in this work.



## 6. Advice and preparation

### Component 1

- Read the instructions carefully and answer the right number of questions from the correct sections of the exam paper.
- Do not answer more questions than are needed. This will not gain you more marks.
- Plan your time according to the marks for each question. For example, a question worth 3 marks requires less time and a shorter answer, than a question worth 10 marks.
- Do not leave out questions or parts of questions. No answer means no mark.
- Read each question very carefully.
- Identify the command words in the question – underline or highlight them.
- Identify and underline the other key words in the question.
- Read all parts of a question before starting your answer. Think carefully about what is needed for each part. You will not need to repeat information.
- Look very carefully at the resource material / insert / diagrams, you are given.
- Answer the question. This is very important!
- Use your knowledge and understanding.
- Do not just write all you know, only write what is needed to answer the question.
- Make sure your writing is clear and easy to read. It is no good writing a brilliant answer if the examiner cannot read it.

### 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 a global **issue**. Include some information, examples. (Is it a world problem does it affect everyone the same, or different regions of the world? Do people disagree about the issue?)
- Different **perspectives**, including a **global** perspective and a **national (or local)** perspective (with explanation, discussion, examples, information).
- **Causes** of the issue – Why does this happen? Why is the situation as it is? Provide examples and information, explain.
- **Consequences** of the issue – What are the results of the issue? What happens because of it? Provide examples and information, explain.
- **Possible course of action**. Research ways that this issue has been solved, or solutions that have been tried in different places. When you have found 2 solutions, write details of both. How could this be done? Who could do it? How could it be paid for?

Provide full details and explanations of both courses of action, then clearly state which you think is better and explain why. 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?

- **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

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.)

### Where to find perspectives

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.

Practice finding out information from local sources and on the internet before you start researching for your coursework.

### Managing source material

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 can 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.



## Component 3

### Working with others

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 teamwork, your strengths and weaknesses.

Everyone will get the same marks for the Team Element, so you must make sure that you are all collaborating and communicating well.

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

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 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.

Leave time to 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 must work to those and check your work before sending it in.

From the beginning of the 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

In both 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.

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.

## 4. Study skills

### Being organised

Being organised has many benefits – circle the statements which are important for you:

helps you to **PRIORITISE** improves **TIME MANAGEMENT** reduces **STRESS**  
helps you to **FOCUS** increases **PRODUCTIVITY** gives a better **BALANCE**  
increases **CONFIDENCE** increases **EFFICIENCY** between work and play

### How organised are you?

Tick the statements that apply to you.

**A**  
I always know where everything I need is, such as my notes, books, pens, highlighter pens, paper and a ruler.

**B**  
I get overwhelmed by how much work I have and I avoid starting large tasks.

**A**  
I get my homework done on time.

**B**  
I leave homework to the last minute.

**B**  
I often forget what homework I have.

**A**  
I write down homework and the deadlines in one place, such as a planner.

**A**  
I do my homework the day I get it.

**B**  
I never know where everything I need is, such as my notes, books, pens, highlighter pens, paper and a ruler.

**A**  
I always rush my work.

**B**  
I hand in my homework late.

**A**  
I never need to rush my work.

**B**  
I break down large tasks into smaller tasks and tick these off when I complete them.

Count the number of A statements you ticked and the number of B statements you ticked. Read the appropriate advice below. If you ticked an equal number of each, read both sets of advice.

**Mostly A:** You are a well-organised person who has developed strategies that work for you.

Be careful if you agreed with 'I do my homework the day I get it' as this might not be the most efficient strategy; you need to prioritise homework according to deadline and how long it will take, and also make sure you allow time for fun and relaxation. See the table on the next page for more ideas of how to be organised.

**Mostly B:** You could use some support in being more organised in order to make life easier for yourself. Try some of the suggested methods for being organised in the table on the next page, then return to the activity above at a later date to see if you score differently.

**If you do some work each day, rather than leaving it all to the last minute, you will feel more in control.**



## How to be organised

Tick the boxes in the table below to reflect on how you work and what you will try in order to improve. Aim to try at least some of these methods.

How to be organised	I already do this	I will try this
Keep all my pens, paper and other equipment together in one place so I always know where everything is		
Keep my notes together and ordered by date as I go along; I will file them as soon as they are completed		
Use one place such as a planner to record each homework or assignment deadline as soon as I get it		
Include all activities in my planner so that I know what time I have available to work		
Estimate how long a given task will take me, then work backwards from the deadline and include some extra time to give me the date that I should start the work		
Be realistic about what I have time for		
Keep my planner up to date and check it every day		
Have a set time each day or week for completing homework or study so that it becomes part of my routine		
Prioritise homework or study according to which needs to be done first and not just which I like doing best		
Rank my homework as 1 (do it now), 2 (do it tomorrow), 3 (do it later in the week) and update the rank each day		
Break down any large assignments into smaller, more manageable tasks; each task will have its own deadline		
Tick off each homework or task once I have completed it		

Here are some useful ways to format your notes:

**Freestyle method**

Just write down what you hear as the teacher says it.

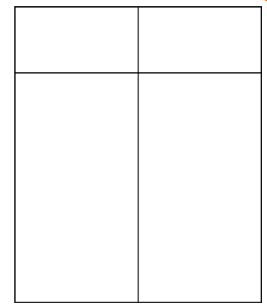
**Write on handouts**

Write notes at key points directly on handouts that contain notes or important information.

**Charting method**

Use when learning about different or contrasting factors or approaches.

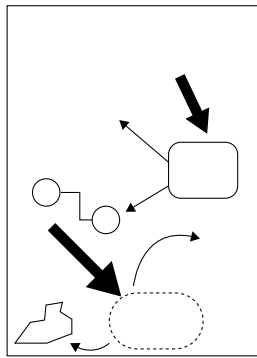
- Make a chart with a different column for each factor or approach.
- Write details in each column, placing the details so that you can easily compare items between columns.



**Flow method**

Learn while you listen. Create your own representation of the new information by:

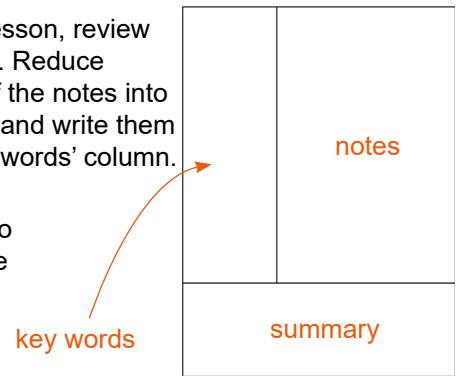
- putting what the teacher says into your own words
- using quick drawings to break down the content into simple ideas
- using arrows to link ideas together and to add supporting points
- circling or boxing different points using different lines, shapes or coloured pens.



**Cornell method**

Divide your page into three sections.

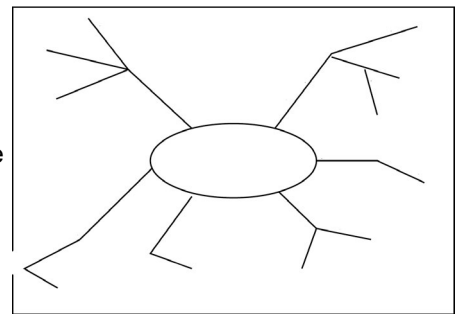
- Use the 'notes' section to make notes during the lesson.
- After the lesson, review your notes. Reduce sections of the notes into key words and write them in the 'key words' column.
- Write a summary to consolidate what you learned.



**Mind map method**

Write the lesson topic in the centre of your page.

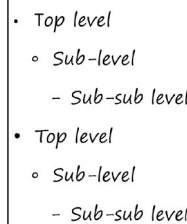
- Add a new branch for each new sub-topic.
- Add extra smaller and smaller branches for more detail; these show the connections between facts or ideas.
- Add notes using words and diagrams; use arrows to show links.
- Keep your notes short and put key words along branches.
- Use coloured pens and highlighter pens to emphasis key points.



**Outline method**

Use bullet points.

- Top level bullets are the key issues in the lesson.
- Sub-level bullets are details about the top-level points.
- Sub-sub level bullets provide more separation if needed.



This method is helpful if you already know the structure of the lesson and the structure of the learning point.

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