Specimen Paper Answers – Component 3

Cambridge IGCSE™
Global Perspectives 0457
Cambridge O Level
Global Perspectives 2069

For examination from 2025

Contents

Introduction

These specimen answers have been produced by Cambridge ahead of the examination in 2025 to exemplify standards for those teaching Cambridge IGCSE / O Level Global Perspectives. We have selected three Team Reports for Component 3.

The marks given are for guidance only and are accompanied by a brief commentary explaining the strengths and weaknesses of the answers. Comments are given to indicate where and why marks were awarded, and how additional marks could be obtained.

Tables A–H for marking the Team Project are available in the syllabus.

Past exam resources and other teaching and learning resources are available on the School Support Hub.

Details of the assessment

The syllabus for Cambridge IGCSE / O Level Global Perspectives 0457 / 2069 is available at
www.cambridgeinternational.org

Component 3 – Team Project

Team Project, 70 marks

This component is internally assessed and externally moderated by Cambridge International.

Candidates work in teams of two to five members to design and carry out a collaborative project.

Each team produces an:

- Explanation of Research and Planning
- Evidence of Action.

Each individual in the team produces a:

- Reflective Paper.

In the Team Project, candidates are assessed on the skills of research, analysis, evaluation, reflection, communication and collaboration.

How the Team Project works

- 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.

Each individual candidate 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.

The Team Project has two elements:

- Team Element
- Personal Element.

Team Element

The Explanation of Research and Planning: 10 marks

Each team produces one Explanation of Research and Planning of 300–400 words. This is the team's strategic and working document which is added to over time. Typically, this document is produced in three stages.

The team should first identify:

- the topic chosen
- a local issue the team wants to address
- what each team member will research.

The team completes the Explanation of Research and Planning with this information.

As the project progresses, the team should then:

- clarify the topic, the issue and the action the team will take, based on their research
- outline their plan of action
- identify roles and responsibilities of team members
- state how they will evidence the action
- identify how they will measure the success of their action.

The team completes the Explanation of Research and Planning with this information.

When the team has completed the project, the Explanation of Research and Planning should:

- identify and explain any changes that had to be made.

The document may be presented in the form of a simple table.

All members of the team must be awarded the same mark for the Explanation of Research and Planning.

If the word limit is exceeded, the teacher must not award marks beyond the first 400 words of the Explanation of Research and Planning.

The Evidence of Action: 5 marks

Each team submits Evidence of Action for their Team Project to show what they have done.

Evidence of Action can take any appropriate form such as posters, leaflets, web pages, videos (10 minutes maximum), presentations or photographs of an event.

The Evidence of Action is something that has been produced during the action. Evidence of Action should **not** include evidence of research or initial meetings to discuss the project.

All members of the team must be awarded the same mark for the Evidence of Action.

If a team submits a video, the teacher must not award marks beyond the first 10 minutes.

Collaboration: 10 marks (5 team marks and 5 individual marks)

The team members work together to select a topic and an issue, agree roles and conduct research. They agree an action and plan and carry out their action. The team collaborates to produce an Explanation of Research and Planning and Evidence of Action. Each individual within the team is expected to take an active part in the project.

Aspects of collaboration include:

- 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.

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

Collaboration marks are awarded by the teacher based on observation throughout the project.

Personal Element

Reflective Paper: 45 marks

Each candidate submits an individual Reflective Paper of 750–1000 words, excluding citations and bibliography or reference list. The Reflective Paper must not exceed 1000 words.

The Reflective Paper is written in continuous text. It should be structured and easy to follow. The candidate may use sub-headings for clarity. When appropriate the candidate should use the first person ('I' and 'me').

Candidates should:

- present a summary of their own research findings and how these were or were not used in the Team Project
- reflect on their own learning from the whole experience of the Team Project, including their learning about the issue and teamwork and what they learned about themselves
- evaluate how effective the action they carried out was and how effectively they worked with their team.

Candidates are assessed individually on their Reflective Paper.

If the word limit is exceeded, teachers must not award marks beyond the first 1000 words of the Reflective Paper.

Team Report 1

Specimen answer

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

The Evidence of Action

Breathe clean air in Lahore

1

2

Team's aim

- To improve air quality in Lahore

- To make face masks that stop people inhaling dirty air

3

Action 1: we made a face mask in Science

- Made from recycled cotton
- With a carbon lined filter, made by sealing activated carbon inside layers of muslin
- Tried it out on family and friends
- Offered it to local manufacturers
- Made a brochure to show how people could make their own masks.

4

Our first mask

5

Action 2
• An extract from a letter signed by local businesses

Dear Sir,

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.

We have made face masks with charcoal linings for people to use, but we would like to leave something more long lasting.

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.

 Signed student …………………………………………teacher ……………………………………………………………. date ………..

Business…………………………………………………….. signature……………………………………………………… date………

6

Success of Actions

- 30 businesses, near to school, in Lahore agreed to plant 10 trees or bushes each year for 10 years, and agreed to have their names put onto the school's website as environmental champions. We should have asked more businesses.

- 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.

- 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.

7

Examiner comment

- The word limit is important, and candidates should remain close to 400 words, as going over that limit, as has happened here, means that the last paragraph will not be read.
- Individual research findings are credited in the Reflective Paper.
- Research should run through the Team Project process. This team did not adequately research what materials were available to help with their masks.
- This team 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 adopted two actions. This is demanding in a process expecting full evaluation of one activity.

Marks awarded

Table A Team Element – Explanation of Research and Planning

Clear identification of topic and issue.	Level 2	2 marks
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.	Level 2	2 marks
Clear identification of the responsibilities of each team member (masks).	Level 2	2 marks
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.	Level 3	3 marks

Total mark awarded for Table A = 9 out of 10

Table B Team Element – Evidence of Action

Planting trees by businesses and making masks. Too complicated and neither done very well. The team have undertaken an action that is not likely to make a positive difference to the issue but the action was not carried out well.	Level 2	2 marks

Total mark awarded for Table B = 2 out of 5

Table C Team Element – Team Collaboration

The team collaborated effectively throughout the project, agreeing targets and deadlines and dividing tasks fairly according to the skills of team members and the time available.		
Challenges faced by the team and disagreements caused by different opinions were effectively resolved to the satisfaction of all team members.		
The team adopted two aims to resolve the disagreement about whether they should focus on planting trees or making masks. Team members worked on both aspects of the project.	Level 5	5 marks

Total mark awarded for Table C = 5 out of 5

Team Element mark awarded for Tables A–C: 16 out of 20

Each candidate also receives an individual mark for their collaboration. In this example, the candidate is Candidate 3.

Table D Team Element – Individual Collaboration

Candidate 3 worked well on her own to organise and manage the tree planting part of the project, as agreed by the team. She asked others to contribute business names she could contact, and they did as she asked. When she had completed the task, she joined the rest of the team to make masks and help to teach friends how to do so. She supported the team by finding out about the charcoal-rich inserts people could buy when it became clear that the school version of the product was not available to the general public.		
	Level 5	5 marks

Total mark awarded for Table D = 5 out of 5

Total mark awarded to Candidate 3 for Team Element (Tables A–D) = 21 out of 25

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 marks 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.[1] 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.[2] 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.

1149 words

https://www.arborday.org > trees > treefacts[1] accessed 29/02/2021

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

Examiner comment

- The word limit is important, and candidates must remain close to the upper limit of 1000 words. Anything over the word limit will not be marked.

- Developed points require explanations and examples. The candidate has provided some developed points.

- A paper lacking structure will not achieve high marks. This candidate has made some effective use of linking words, such as 'however' and 'while this was lovely…', to focus on reflection and evaluation comments.

- The initial research is important and should be thorough. This team suffered from not finding out early on that the chemicals they needed are not available commercially.

- Individual research should be summarised and reflected upon in relation to learning. Research findings about the impact of trees on the environment is clear, as is the reflection of what the candidate has learned from this.

- There is some attempt to bring sense to the sections: Evaluation of the action and on My part in it, and Reflection on my learning from it, and, where appropriate, what could have been improved. However, the paper lacks consistent and explicit explanation and explicit use of examples from the project.

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.	Level 4	4 marks
A clear summary of their own research findings and how this influenced the project, with citations.	Level 5	5 marks

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

Total mark awarded Candidate 3 for the Team Project (Tables A–H) = 55 out of 70

Common errors and general guidance for candidates

Information on common mistakes will be available in the Examiner Report after the first exam series in 2025.

Team Report 2

Specimen answer

Learning a modern language

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

Explanation of Research and Planning

Topic: Education for all

Initial plan

The local issue: to encourage fellow students to learn a modern language

What each team member will research: Candidate 1: the perspectives of teachers of modern language about why some students do learn and others do not learn European modern languages; Candidate 2: perspectives of students who have learned European modern languages about how they did so; Candidate 3: perspectives of those who have not learned a European modern language to find out why not; Candidate 4: secondary research into teaching modern languages.

[The team completes the Explanation of Research and Planning with this information.]

Detailed plan

• clarify the topic: Education for all; the issue: to encourage students to become multilingual; and the action the team will take: holding classes of languages in Czech, French and German (European languages teachers can speak). These classes will involve playing e-games in those languages and discussing them in that language afterwards.

• outline their plan of action: make a video of our interviews with students to show to a class, in order to recruit volunteers; pre-test the volunteers to determine their degree on language competence and attitude to languages; work with teachers to organise e-games sessions in Czech, French and German. Organise follow-up discussions in those languages; post-test the volunteers to determine progress and attitude.

• identify roles and responsibilities of team members:

Candidate 3: responsible for interviewing volunteers after the events and summarising key findings.

Candidate 2: responsible for co-ordinating timings of sessions with teachers and rooms with access to e-games; supporting the Czech room.

Candidate 4: responsible for writing and delivering pre- and post- tests; supporting the French room.

Candidate 1: responsible for showing the evidence of achievement; supporting the German room.

The Evidence the Action

The video used to find volunteers; show pre- and post-test results

Measuring the success of their action: using test results analysis and feedback from volunteers.

A report will be written.

[The team completes the Explanation of Research and Planning with this information.]
[When the team has finished the project, they identify and explain any changes.]

Changes that had to be made

Candidate 3 left the school. Candidate 2, Candidate 4 and Candidate 1 interviewed volunteers while in the discussion rooms.

Word count: 320

[Evidence of action: the video has not been supplied because of copyright restrictions.]

Examiner comment

- It is important that candidates make use of the 300–400 words available and check they have included all the necessary details. For example, we are not told what work had been done by Candidate 3 and what was left incomplete.

- Changes to the plan do not indicate how, or if, Candidate 3's work is shared out.

- The plan identifies what evidence will be gathered to help the team to judge effectiveness, but not how it will be used.

Marks awarded

Table A Team Element – Explanation of Research and Planning

Clear identification of the topic. There is an aim about encouraging others to learn a language, but no explanation of whether lack of interest in modern languages was a local issue.   Level 1   1 mark

The plan is clear and includes how the action will be evidenced and how its success will be measured.

| | Level 3 | 3 marks |

Clear indication of the roles and responsibilities of each team member.   Level 2   2 marks

A summary of the action the team will take to address the issue.   Level 2   2 marks

Total mark awarded for Table A = 8 out of 10

Table B Team Element – Evidence of Action

The team have undertaken an action that is very likely to make a positive difference to the issue and the action was carried out very well.   Level 4   4 marks

Total mark awarded for Table B = 4 out of 5

Table C Team Element – Team Collaboration

The team collaborated effectively most of the time, usually agreeing targets and deadlines and dividing tasks, taking into account some of the skills of team members and the time available.

Challenges faced by the team and disagreements caused by different opinions were mostly resolved to the satisfaction of all the team members.   Level 4   4 marks

Total mark awarded for Table C = 4 out of 5

Team Element mark awarded for Tables A–C: 16 out of 20

Table D Team Element – Individual Collaboration

Candidate 4 worked well to organise and manage his responsibilities for the project. He asked others for advice and took their advice. When he had organised his room, he did join the rest of the team to help them with preparations. Candidate 4 found out about the modern methods of teaching languages, and this supported the team's ideas for their action.   Level 4   4 marks

Total mark awarded for Table D = 4 out of 5

Total mark awarded to Candidate 4 for Team Element (Tables A–D): 20 out of 25

Reflective Paper: Candidate 4

Research findings

Martin Williams in the Guardian reported that there are new ideas in language teaching. Instead of teaching grammar, and then easy reading before going on to more complex grammar, many teachers now believe in 'immersion' learning. This can be in long one to one conversation, but it can also be based on conversations with people abroad via the internet. The guidance was to put together people with a shared interest they could talk about.

Our findings, when we were interviewing our class at school, agreed with the Guardian. The students said that either they spoke a language all the time at home, different from the one we use in school, or they play games with people from other countries. The people we worked with were volunteers, so they wanted to join in. They all played the e-games for an hour, and they all came back for a discussion. Most said that they would play this again at home. They learned some words about the car racing game. Their perspective and the research I carried out show that you have to enjoy the situation to learn the language, and that learning from play is effective.

The action

Volunteers agreed to take part in our project. Even where they already spoke two languages, they were willing to try to learn another one. I speak some French so I was in with the French group. I had to speak to them only in French. They found a car game in French that they could play and they played for an hour. They worked very hard at their game for an hour. Sometimes I heard them repeating words. The next day we met again and they spoke of their game, using French words where they could. Of the four boys, only one could remember more than just a few words. He said this was because many of the words were like Portuguese, and that was his family's language.

My team members were not my close friends. I was worried to begin with about how we would all get along. I have learned that I can work with people I do not know well and both give and receive advice without worrying about being thought silly.

I found that those who were learning French admired my little French, but I wish I had put more effort into preparing what I needed to say in French.

Teamwork and my performance

My team worked well. We discussed things and found time to meet outside class. We made notes of our decisions. Candidate 3 word-processed them for us at first, but no-one carried on when he had left. Our project worked well because the four of us knew a bit of four different languages. Working together meant we could support the discussions.

I was pleased with how I worked with the team. I listened when others were talking and contributed when I had something to add, such as when I was sharing my research findings. I didn't interrupt others, but I waited for my turn. When I was asked for advice about how to get people to volunteer, I gave it, suggesting we interviewed friends and made a video. I took advice from Candidate 2 and did as he suggested when introducing the discussion in the French room. I spoke in simple French and asked easy questions, insisting I was answered in French.

Learning for the future

I have learned not to be afraid of teamwork. If a team shares an aim and it matters to all of them, people can work together. I have learned that a team should not leave important jobs to others without them agreeing. When Candidate 3 left, no one took notes of our decisions and we had to think hard before we remembered the details when we got close to our teaching event. We should have continued with his habit of taking notes.

What's the best way to teach languages? | Teacher Network

https://www.theguardian.com teacher-blog› may › b. 14 May 2013- accessed January 17th 2021

650 words

Examiner comment

- Candidates have 750–1000 words available for the Reflective Paper. This candidate's work falls short of this. Details are limited and explanations and examples are often missing. This candidate has not reflected on how they carried out their own tasks. If the work is significantly short of the 1000 words, candidates should check their work against the guidance to see what they have missed out.

- The candidate has used some sub-headings but has joined Teamwork and My performance together. Teamwork is only described, and My performance does not contain any evaluation of how well the candidate carried out their tasks.

- There is some attempt to bring sense to the sections: evaluation, reflection on my part in it or my learning from it, and, where appropriate, what could have been improved. However, it lacks explicit explanation and explicit examples from the project.

- The action should be evaluated, not described as it is here. The team has collected evidence, but the candidate has not used it to evaluate how successful their project was.

- In this work, the candidate rarely offered developed points, but there are some examples in this work, e.g. in the section about how they worked with other team members. To achieve high marks the candidate should include more explanation and more details from the project.

- Candidates should keep notes of their meetings. The candidate states that notes were only taken of early meetings. It is clear from this Reflective Paper that the candidate has little recall of events and decisions from later on in the team project that involved other team members. When reflecting on own work, as in the evaluation of the activity or the reflection on teamwork, the work has some depth and the points made are developed. Notes would have made details and examples available to support other explanations.

Marks awarded

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

One undeveloped point about the action.	Level 1	1 mark
Two developed points evaluating how successfully the candidate worked with other team members.	Level 4	4 marks
No evaluation of how the candidate carried out their own tasks.	Level 0	0 marks

Total mark awarded for Table E = 5 marks out of 10

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

Explicit reflection on how their understanding of the issue has been influenced by research and different perspectives explored.	Level 4	4 marks
Some reflection on their own skills, with reference to participating in the team project.	Level 2	2 marks
A relevant suggestion for how they could have improved their performance individually or as a team member.	Level 2	2 marks

Total mark awarded for Table F = 8 out of 15

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

Limited reflection on a benefit or a challenge of working in a team.	Level 1	1 mark
An explicit suggestion of how the team could have worked more effectively, with clear reference to something experienced while completing the team project.	Level 3	3 marks

Total mark awarded for Table G = 4 out of 10

Table H Personal Element – Communication in the Reflective Paper

A Reflective Paper that sometimes lacks clarity and is only partially structured.	Level 2	2 marks
A general summary of their own research findings. The Guardian and the reporter's name are given but citations and references are incomplete.	Level 3	3 marks

Total mark awarded for Table H = 5 out of 10

Total mark awarded to Candidate 4 for Personal Element (Tables E–H) = 22 out of 45

Total mark awarded Candidate 4 for the Team Project (Tables A–H) = 42 out of 70

Common errors and general guidance for candidates

Information on common mistakes will be available in the Examiner Report after the first exam series in 2025.

Team Report 3

Specimen answer

Littering

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

Explanation of Research and Planning

Topic: Environment, pollution and conservation

Team's aim

Our team's aim was raising awareness about the littering crisis. Egypt has always suffered from littering, which acts as a huge setback for the beautiful country. Our aim is to find more clean streets in Egypt.

Research into different perspectives

We would each research a different country. We discovered some ideas followed by Germany and Austria which helped them get rid of the littering that we're struggling with in Egypt. There was also Germany's fishing for litter scheme, where fishermen got rid of marine litter.

Another idea was Austria's pickup service for 1.6 million households which gathers bins from people's houses and recycles the garbage. Such ideas would be beneficial for Egypt to get rid of littering.

Planning our action

We come across litter in our local areas every day, yet there is a lack of local awareness campaigns and initiatives to get rid of littering. We initially decided to upload a blog post to provide the insight of different countries on ways to deal with littering and decrease its occurrence. Upon deciding that our target audience would be youth; aged from 15 to 24, according to our research this is the age group that litters most. We went to different places to take pictures.

Measuring our success

We think our outcome is successful as we received positive feedback and multiple friends have mentioned to us how they were constantly reminded of this blog whenever they were about to litter which made them stop littering.

We thought the blog would be more successful if we added more pictures and made it less wordy. We should have added a video to the blog.

Word Count: 279

The Evidence of Action

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Feb 20, 2021 · 6 min read

Littering

Egypt

In Egypt, littering is a major issue, and its impact is not only limited to the environment, but also affects the health of people. There are 400 dumping sites sprinkled randomly across Egypt. Waste is often also burned in open air, causing environmental and health hazards. On top of that, statistics show that Egypt barely recycles 15% of the 22 tonnes of solid waste it produces annually.This gives an indication of the scale of the problem.

Marine life in Egypt has been negatively affected by the pollution that was caused by littering. A large number of dead fish has been found in the Nile River by the citizens of the Nile Delta region.This marine pollution crisis which forced some of the poor citizens who were used to drinking straight from the water of the nile river to resort to using bottled water while the poorer citizens had no option but to cope with the polluted resources.

Since waste management is an expensive process and Egypt produces 50k-60k tonnes of solid waste per day totaling 22 million tonnes annually, the Egyptian government turned to the private sector for help with waste management by promising private sector companies a variable incentive fee.

After a while of providing them with that fee, the government gradually stopped paying it which caused 15 companies to close down.

Let's Chat!

Another reason for egypt's low recycling rate is that in addition to the high cost of recycling, recycled products do not have the same quality as original products. That is also why the Egyptian market is no longer conductive to the byproducts of recycling.

Austria:

Picking up litter is one of the first and easiest steps to take in beautifying an area. It doesn't cost money and the only equipment you need are gloves, a trash can or a recycling bin.
Litter is a common sight that we come across every day. With easy access to trash cans and recycle bins, taking care of building fronts and keeping them litter-free has become second nature to the people of Austria. Austria has ranked second in the Eunomia list with a recycling rate of 53.8 per cent. Austrian households sort and collect more than 1 million tonnes of packaging and paper waste per year, so they can be sent for recovery.

The ARA System

- ARA System is a non-profit organization
- Founded in 1993 in response to the Austrian Packaging Ordinance
- ARA System consists of an umbrella organisation, ARA AG, and eight affiliated recycling organisations that focus on specific waste materials

The ARA (Altstoff Recycling Austria) was set up in 1993. the ARA waste management and recycle group provides consumers with around 1.8 million bins for the collection of waste packaging made of paper, plastic, metal and glass. In addition, they organise a pick-up service for 1.6 million households. Also,It is a big believer in the circular economy and also offers teaching materials, including comics and colouring books, to help educate young people about the importance of recycling.

The fine for unlawfully dumping waste in Austria can reach up to €36,340.Unlawfully dumping waste can also lead to a punishment of imprisonment for two years.
It is therefore fair to assume that the Austrian authorities take waste management very seriously.

Germany:

With 56.1% of all waste it produced last year being recycled, Germany's recycling system is revered worldwide, its green dot system earned the country the title of recycling world champion by the World Economic Forum in 2017.

However, Germany is not just a leader in recycling but also in waste production. In 2016, on average, each German was responsible for producing 626 kilograms of rubbish. While the average amount produced in other EU states declined between 2005 and 2016, it actually increased by one tenth in Germany.

Regardless, ever since then, Germany has been upgrading its recycling systems and laws regarding littering and waste reduction. One of those is the Deposit return legislation where cans and single-use glass and plastic bottles can be returned to retailers for a refund of 25 cents. Moreover, most supermarkets in Germany have a reverse vending machine, which can scan returns and gives people a receipt for the total value of returned items that can be exchanged for cash.

Fishing for litter is a scheme that 6 harbours and a total of 60 fishermen are involved in. They volunteer to bring litter ashore, they're given large bags to store the litter they collect and there are containers for disposing of it in the harbours. The fishing for litter scheme is part of the wider "Plastic free Oceans" project which was launched in 2010 to increase awareness of marine littering.

On top of all that, littering in Germany could cost people a fine of 250 Euros.

South Korea:

South Korea is ranked number 3 from the best recycling countries in the world, and it has a recycling rate of 53.7%.

In south korea, paper, glass, steel, fabrics and plastics are recycled, although the recycling arrangements differ from place to place. Before disposal, recycling must always be divided into types and compressed or flattened.

Moreover, recyclables must be separated into specific communal bins in large buildings. You can also find recycling bins in local streets of South Korea.

South Korea has a law against littering, and considers this act as a criminal offense. Littering is considered a minor offense act and a punished offense with a fine of 27.22 to 45.37 dollars.

Up till now, it has achieved success with a scheme in which private companies collect the waste and market it for profit.

There are also plans to clamp down on unnecessary packaging in progress. And any products containing toxic components such as polyvinyl chloride (PVC) will be forbidden, while other hard-to-recycle plastic items are expected to be phased out

The government has decided that the use of plastic bags will also be limited, disposable cups and paper straws are being phased out progressively by 2027 at coffee shops and other public places.

Courses of action:

We believe that Egypt would greatly benefit from picking up some habits that the previously mentioned countries have been following these past couple of years due to the wide success they have achieved and the fact that it has led them to become the cleanest and most successful countries in the world in the field of recycling to a point where they are able to recycle more than half of their produced waste.

One of the habits that all three of these countries have in common, is placing recycling bins across their suburbs as well as at their building fronts.

This is a habit that the people of Egypt might take time to adapt to following, but would definitely be of great benefit because people won't change their habits unless they are provided with the right tools to do so

It's not understood by all Egyptians how to use recycling bins the right way by separating food waste from any other product and then throwing each in their rightful bin. Also by explaining which products belong to which bin so that people aren't confused between one or two bins while getting rid of their garbage, that's why it can be explained on news broadcasts or in the form of an advertisement made by the government, it can also be broadcasted through speakers in metro stations. That way, anyone can easily have access to this information.

A method followed by South Korea that Egypt should start using a lot more, is switching plastic products for paper products and for other recyclables. Since plastic is much more difficult to recycle and takes longer than paper to process, this method increases their rate of recycling and therefore, decreases litter. South Korea has already switched all their plastic bags for paper bags and are in the process of widening this approach as they have a strategy for replacing plastic products all over the country by 2027. Considering a similar strategy in Egypt could have a positive influence on its environment. International franchises in Egypt such as; (Starbucks, Dunkin' Donuts and Mcdonald's) have already started switching all their plastic bags for paper bags, but they haven't gone any further than switching up their bags in pursuing this approach, Another recent development in Egypt is the Red Sea Governorate becoming the first Egyptian governorate to ban single-use or disposable plastics. The hope is that other governorates and areas in Egypt see the positive influence this has on the environment and follow suit in banning plastic.

Germany's fishing for litter scheme is another widely influential initiative that can be done by Egyptian fishermen. Either the government or recycling and garbage collecting organizations can provide them with tools and bags for placing the collected litter in, and a reward can be set for each specific weight of marine litter collected. This would significantly decrease marine litter in Egypt.

Austria's ARA system uses teaching materials, including comics and colouring books, to help educate young people about the importance of recycling. Egypt can adopt this method by teaching children how to recycle from an early age or by holding awareness campaigns in their schools so they can grow up to encourage recycling and a litter-free Egypt. The ARA system also provides a large number of houses with recycle bins separated into bins for paper,plastic,metal and glass. Additionally, they have a pick up service that gathers all the provided bins from these houses in order to head to the recycling process. Egypt already has a similar organization called Go Clean which collects separated recycle bags, but unfortunately, it's not as widely known and used by Egyptian Citizens as Austria's ARA system is to the people of Austria. Egypt can learn from the ARA's advertisement strategy as well as their ability to find the right sponsors which has helped in the expansion of their organization among Austria's citizens. This would help speed up the recycling process and reduce waste.

LET'S SAVE OUR COUNTRY AND
STOP LITTERING

58 views   0 comments   8 ♡

Comments

Write a comment...

OUR TEAM PROJECT BLOG

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Examiner comment

- The number of words 300–400 words for this task is important, and candidates must remain close to this target. Going under this, as has happened here, means the response is likely to be missing some necessary details. For example, we are not told about the plan for this action.

- Research findings cannot be credited in the Explanation of Research and Planning. Candidates are expected to show in the plan who will research identified perspectives.

- The plan only identifies what the team will do. No individual roles or responsibilities are identified.

- The team made a blog as the action. Teams should plan in advance how they are going to measure the success of their action. The data they collect should be used by individual team members to evaluate the success of the action.

- Teachers can share headings from the syllabus and mark scheme to help candidates to organise the Explanation of Research and Planning and the Reflective Paper.

Marks awarded

Table A Team Element – Explanation of Research and Planning

Clear identification of the topic and issue.	Level 2	2 marks
No plan of how the action will be completed.	Level 0	0 marks
No identification of roles and responsibilities.	Level 0	0 marks
An action is suggested which is related to the issue.	Level 1	1 mark

Total mark awarded for Table A = 3 out of 10

Table B Team Element – Evidence of Action

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.	Level 2	2 marks

Total mark awarded for Table B = 2 out of 5

Table C Team Element – Team Collaboration

Team members worked together to make the blog. They collaborated, agreed some targets and divided some tasks between the four of them. Challenges faced were sometimes resolved. Not all team members were satisfied with decisions that were made, e.g. about dropping the idea of including a video.

Level 3   3 marks

Total mark awarded for Table C = 3 out of 5

Team Element mark awarded 1 for Tables A–C = 8 out of 20

Table D Team Element – Individual Collaboration

Candidate 1 worked well to research on the internet and completed his task independently. He asked team members whether he had researched sufficiently. He offered ideas to support the blog. He was annoyed when he was not allowed to video local scenes for the blog and withdrew from team activities.

Level 2   2 marks

Total mark awarded to Candidate 1 for Team Element (Tables A–D) = 10 out of 25

Reflective Paper: Candidate 1

The Evaluation of Action

As a team, we initially decided that we would make a blog. I thought that it will reach more people of our target audience (youth; aged 15 to 24) if we add video and post it on social media. Litter is common sight we pass by in our local areas every day. Our aim was to spread awareness on how small thing like littering causes side effects at local and global aspects. We gathered information about three countries that have the highest recycling rates and waste management which are: Germany, Austria and South Korea, and Egypt. Our target was influencing youth to reduce the amount of waste produced daily and find new ideas for recycling. I got feedbacks from my friends on how they were touched as one told me that the blog made her think twice before littering. Our blog was in English which was an obstacle because it was aimed at the youth of Egypt; it would have reached more Egyptians if it was in Arabic language. I believe the video would have made blog more successful because it would have been more appealing to the youth. During my primary research, I took boat on the Nile to capture pictures and videos for the littering happening there. I noticed for the first time how beautiful place like the Nile is polluted by people's behaviour and we should take action. This would have made them see how not dropping litter could have made their lives nicer.

Own performance

My role was gathering information from secondary sources, I faced problem to find sources for any needed information so it took me much time because this was my first trial with researching but I gained new experience. My research was initially about United States but when I searched, I found that it has low percentage of recycling rate which didn't satisfy our project aim (Lehnardt, 2016). So, I returned to the team, we decided to choose another country which required extra time. They helped me to find another country that is sufficiently suitable, we settled on Austria because it has high recycling rate of 53.8% (parker, 2020). I found out how Austria encourages people to take their litter home with them. In my future project, I will do research to collect information about the countries before settling, to help me choose the required country to my project aim and plan the blog. I will also learn more research techniques to have more access to credible sources.

Experience of working as a team

Being team implies having different personalities; each one was trying to prove her opinion is the best which sometimes created conflict between us. This was challenging because there was always time consuming to settle on something. If it was an individual project, it might have taken less time but it won't be produced with the same quality because in our team, each one

has her own skills, which was important to produce project of better quality because we continue each other, for example: Candidate 2's writing skills were useful in the blog while Candidate 4's editing skills was helpful and my communication skills helped us with our primary research.

It's better working as team because we share our ideas to come up with the suitable solutions, for example: when we were still thinking of adding a video, during the uncertainty of who will do the voiceover, Candidate 2's idea was that all of us should participate as we present three different citizens, I agreed but Candidate 4 said that only two of us should participate. After trying, Candidate 2's voice alone was the most matching voice on the video. Then Candidate 4 dropped the video from the blog.

The rest of the team should have raised their voices and challenged Candidate 4. She was the only one who wanted the blog to not have the video, but we let her get her own way. We were wrong. In future I must say what I think and explain my reasons so that I am satisfied that I tried to get what I thought was right.

Evaluation of my performance

I have difficulty with time-management and staying focused for a long time without taking break leading to delaying my work and the team project phases, however, I perform my task as it should be done while also trying to help with other tasks. For example, I searched for places where we can make our primary research to take pictures and videos of streets full of litter like AL-Zabbaleen where all the trash from all over Cairo is collected daily by the litter collectors and clean streets like Zamalek which is full of embassies and foreigners who live in Egypt that's why it is clean. I was not happy when my work was wasted.

I am people-oriented, but Candidate 2 is more task-oriented who pushed us to work while I made sure that all team members are good and enjoying the project, which created balanced atmosphere. I was too concerned about this atmosphere and should have been more clear about what I wanted to make the project better.

Different cultural perspectives

There are different ways that countries use to reduce pollution. For example: South Korea has law to pay fines when someone litter (parker, 2020), Austria educate young people about the importance of recycling (parker, 2020), In Germany people can exchange wastes that could be recycled such as empty water bottles with money (NEWS, 2017).

I learnt that there are myriad of creative ways that would encourage us to avoid littering which we can use in Egypt.

Learned lessons

Working as team taught me to respect other's opinion even when I do not agree. Additionally, I learned that I should respect everyone's personality and way of thinking. In my next team project, I will welcome other's ideas more.

After the project I felt more responsible toward not harming the environment which made me stop littering.

988 words

Examiner comment

- The candidate has used hyperlinks but no references. Hyperlinks do not show up to the reader. Using hyperlinks is not a sensible approach to referencing.

- Candidates should develop points to explain how they have met the criteria and use details from the project as evidence to support what they write. They should make a judgement where one is required.

- An essay lacking structure will not achieve high marks. It is important to use linking words, such as 'however' and 'this suggested'. It is important that aspects of reflection / evaluation are discussed as one topic, rather than needing to be picked out, as is the case here. For example, research appears in two places.

- The candidate's own research findings should be summarised in the Reflective Paper. The candidate is also asked to reflect explicitly on how their understanding of the issue has been influenced by their research and by perspectives they have explored on the issue.

- There is some attempt to bring sense to the sections: Evaluation of the action and Own performance, but some of these, e.g. different perspectives, show a lack of full understanding of the [revised] syllabus.

Marks awarded

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

One developed point evaluating the blog.	Level 3	3 marks
One undeveloped points about the candidate's teamwork.	Level 1	1 mark
One undeveloped point about how successfully the candidate managed their own tasks.		
	Level 1	1 mark
Total mark awarded for Table E = 5 out of 10		

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

Limited reflection on their learning about the issue.	Level 1	1 mark
Some reflection on their own skills, with reference to participating in the team project.		
	Level 2	2 marks
A relevant suggestion for how they could have improved their performance as a team member.		
	Level 2	2 marks
Total mark awarded for Table F = 5 out of 15		

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

An explicit reflection on the benefits of working in a team.   Level 3   3 marks

An explicit suggestion of how the team could have worked more effectively in the future.

                                                                                            Level 3   3 marks

Total mark awarded for Table G = 6 out of 10

Table H Personal Element – Communication in the Reflective Paper

A Reflective Paper that sometimes lacks clarity and is only partially structured.   Level 2   2 marks

Some discussion of their own research but limited reference to research findings.

                                                                                            Level 2   2 marks

Total mark awarded for Table H = 4 out of 10

Total mark awarded to Candidate 1 for Personal Element (Tables E–H) = 20 out of 45

Total mark awarded Candidate 1 for the Team Project (Tables A–H) = 30 out of 70

Common errors and general guidance for candidates

Information on common mistakes will be available in the Examiner Report after the first exam series in 2025.