

# GLOBAL PERSPECTIVES

---

|                                                            |
|------------------------------------------------------------|
| <p><b>Paper 0457/12</b><br/><b>Written Examination</b></p> |
|------------------------------------------------------------|

## **Key Messages**

The key messages from this series of examination papers are that candidates:

- demonstrated very good skills of interpretation and analysis
- need to explain in detail how research designs relate to the claim being tested
- need to explain in detail the potential impact and consequences of actions in response to a global issue

## **General Comments**

The Written Paper consists of compulsory questions based on a range of sources. The sources present global issues from different perspectives. In March 2023, this paper was based upon source material related to the topic of employment. Child labour was the issue explored.

Overall, the quality of work and levels of achievement were very good. Many candidates clearly understood that there are a range of perspectives on global issues. Respect for others, appreciating different perspectives, and valuing diversity were principles demonstrated within many candidate responses.

Candidates understood that opinions should be justified with reasons and evidence. Assertion and simple description of perspectives and opinion is generally not sufficient in responses to most questions in the written exam. Candidates were able to analyse and interpret sources and data presented in different ways.

Candidates were generally able to identify potential strengths and weaknesses in arguments. However, responses need to explain carefully why particular aspects of an argument within a source are strengths or weaknesses. Candidates should also use and apply key concepts in critical thinking to the evaluation of reasons, evidence and language in sources and arguments.

In addition, candidates should explain research designs and choice of research methods, explicitly relating their research strategy to the claim to be tested. Candidates should explain how the research method will gather evidence that will enable them to test the claim or answer a research question.

Most candidates showed real interest in the topic and discussed the issues with enthusiasm. Candidates were able to explore different perspectives, particularly in considering the impact of child labour on individuals and families.

To improve performance further, candidates should be encouraged to:

- fully explain the design of research strategies to test a claim
- evaluate sources and arguments using key concepts in critical thinking
- evaluate actions in greater detail, explaining and assessing potential impact and consequences more fully

## **Comments on specific questions**

### **Question 1**

- (a) Nearly all candidates correctly identified the estimated number of children in child labour worldwide in 2016, from Source 1, as 152 million, and therefore gained the maximum of one mark.

- (b) Almost all candidates were able to identify two causes of child labour, from Source 2, and therefore gained the maximum of two marks. Most candidates identified living in poverty, limited access to education, parental illness, and weak laws.
- (c) Most candidates responded very well to this question, identifying, and justifying which cause of child labour was the most significant, in their opinion. Most candidates chose to discuss living in poverty, limited access to education, and parental illness.

The most common justifications given by candidates related to issues of impact, including:

- the number of people affected
- the impact of the cause on family life, income and the need for child labour for survival
- the impact on future opportunities in life and life chances for children
- the potential for multiple negative consequences on individuals and families

The strongest answers provided several clear reasons to explain why the chosen cause was more significant than others and gave some evidence or examples to support their judgements. Weaker responses often simply stated the cause without explanation and tended to rely upon assertion without evidence or careful reasoning. Some candidates compared the significance of different causes, but this was not necessary to gain full marks.

- (d) Many candidates responded well to this question and could explain why child labour is an important issue for governments, thereby demonstrating a clear understanding of the concept of national perspectives.

The reasons given by candidates related mainly to those given within the Sources, including the impact of child labour on children's health and their human rights, government responsibility to care for citizens and to protect children from exploitation.

Candidates achieving at higher levels provided a clearly reasoned, credible and structured explanation. Candidates achieving at the lower levels tended to provide some weak explanation or asserted opinion about child labour in general without reference to the governmental or national dimension of the question.

## Question 2

- (a) Most candidates were able to identify and explain some strengths and weaknesses of Source 3 for understanding the issue of child labour.

The strengths of the argument most often identified were:

- based on personal experience and testimony
- a case study provided detailed information
- an authentic, first-hand account that is likely to be accurate
- stimulates understanding and empathy on the part of the reader
- the evidence is valid
- clear and logical reasoning that is easy to follow and is persuasive

The weaknesses of the argument most often identified were:

- there may be personal bias in the account
- there may be exaggeration due to vested interest
- small sample may not be representative or relevant to all countries and situations
- author unknown as the source was not fully cited/referenced
- expertise of the author not known
- little supporting evidence
- the source was quite old and may be out of date

The strongest responses provided clearly reasoned, credible and structured explanation of the strengths and weaknesses, usually discussing a range of evaluative points. Weaker responses often simply stated or asserted an opinion about the source rather than examining strengths and weaknesses systematically.

Some weaker responses simply described the reasons and evidence within the source but did not evaluate or explain why the identified reason or type of evidence was a strength or weakness. Candidates should be encouraged to make a clear and explicit statement about the quality of the reasons and evidence in the Source and justify their opinion using the material in the source as evidence. This means quoting from or summarising elements of the source.

- (b) Candidates who performed well in this question described several methods, sources of information and types of evidence that could be used to test the claim that, 'climate change caused many crops to fail.' The methods of testing the claim suggested were carefully explained and clearly related to the claim.

Candidates tended to describe statistics and data, interviews, surveys, and questionnaires with people about the issue, for example from farmers, businesses, and environmental organisations in affected areas. Surveys of local people about changes in climate in recent years were also suggested. Other methods included consultation with experts, local government, and researchers. Nearly all candidates suggested secondary research using sources from the internet. Many described the type of source that was likely to be reliable and free from bias or vested interest, for example from governments, NGOs, and United Nations' organisations.

The strongest responses provided clearly reasoned, credible and structured explanation for their suggestions *clearly and explicitly related to the claim being tested*; weaker responses often simply stated or listed several methods or sources of evidence but did not explain them fully or make any link to the claim being tested.

A few candidates responded to the question by describing their opinion on the claim rather than describing how it could be researched. These responses gained very few, if any, marks.

Candidates should be given regular opportunity to design research strategies to test claims or answer research questions as a regular part of their courses.

### Question 3

- (a) Most candidates correctly identified a value judgement from Nadia's statement and could explain why the selected statement was an example of a value judgement. A value judgement is a statement, view, or decision about what is right, wrong or important, morally and/or ethically, based on a particular set of standards, principles, or beliefs. Most candidates were able to justify and explain their selection convincingly.

- (b) Most candidates were able to identify a prediction from Mosi's statement. These candidates showed understanding that a prediction is a statement about the future or what is likely to happen in times to come.

Centres are encouraged to teach candidates about the concept of prediction and provide experience of using the term in the analysis and evaluation of sources, alongside other critical thinking concepts like value judgement, bias, fact, vested interest and opinion.

- (c) Most candidates compared the statements explicitly, both Mosi's and Nadia's, and discussed issues relating to evidence, language, knowledge claims, and expertise. Some candidates also addressed the reasons and values within each statement.

Responses at the highest levels contained well supported judgements about the arguments with a clear assessment of the value of each statement; this included coherent, structured evaluation of how well the argument worked with a focus on reasons and evidence, with a range of points about knowledge claims, consequences, and values for both statements. These responses were usually balanced with a clear conclusion. The statements were also quoted explicitly and material from the statements was used directly in the response as evidence to support the candidate's opinion.

At the lower levels of response, the discussion was unlikely to be supported and tended to be mainly asserted with little clarity of argument. These answers tended to focus on issues rather than reasons, knowledge claims, evidence, consequences, or values. There was very little or no overt evaluation at the lowest levels of response.

#### Question 4

Candidates were asked to assess the view that children should not be allowed to work in paid employment. They were expected to justify their views using material drawn from the sources as well as their own experience and evidence.

There were many thoughtful and balanced discussions exploring different perspectives. Some candidates tended to describe their opinions in a generalised and asserted way without evidence or clearly related reasoning. Most candidates concluded that child labour should not be allowed, giving a range of reasons drawn mainly from the sources.

Responses at the highest levels tended to have well supported, logical reasoning and make clear judgements about the issue. A clear, balanced assessment or conclusion was also reached. These responses linked the argument back to the issue and the impact of child labour on children and families.

Responses at the lower level tended to be generalised, lack relevance to the issue and simply describe their own opinion about child labour. Arguments tended to be unsupported and asserted.

# GLOBAL PERSPECTIVES

---

|                                                          |
|----------------------------------------------------------|
| <p><b>Paper 0457/02</b><br/><b>Individual Report</b></p> |
|----------------------------------------------------------|

## Key messages

- Candidates should formulate a question that focusses on **one global issue**.
- The candidate's response must focus on **different perspectives** on their chosen issue.
- Candidates should analyse the **causes and consequences** of their chosen issue.
- Candidates should **evaluate** the individual **sources** they use.
- Candidates should clearly **cite** all their sources.

## General comment

Successful work for this component is well-structured and logical, and explicitly presents several different well-supported perspectives, including **at least one global and one national perspective** on the issue identified in the question. It shows clear evidence of research, with accurate citation of the sources used.

Successful candidates analysed and explained the causes and consequences of the issue. They explicitly compared the different causes and/or consequences. This could be, for example, comparing a range of causes, identifying the main causes or a comparison of causes in different countries. Successful candidates provided full details of their proposed course of action, including details of how the course of action would be implemented and the possible impact on the issue.

Stronger candidates reflected on their own perspective and how this has been impacted by their findings and by others' perspectives. They answered their question and remained focussed throughout on the central issue.

Most candidates provided citations and references for their sources. Some work showed evidence of copy and paste of whole passages from their sources.

## Comments on Specific Assessment Criteria

### **Assessment Objective 1: Research, Analysis and Evaluation**

**The strongest work** responds to a **clear question** about a **single global issue**. This enables candidates to present clear global perspectives, national perspectives, and their own perspective on this issue.

Direct, issue-based questions allow candidates to be clear about their topic and issue, to focus on that throughout and to identify different views.

Successful questions this session included:

- *Are technological advancements posing a threat to employment?*
- *Is increasing international immigration harmful to receiving countries?*
- *Is social media making us more or less biased?*
- *Is foreign aid always beneficial for the recipients?*
- *Should we stop eating animal-sourced foods to live sustainably?*
- *Should restrictions be placed on AI in the defence sector?*

Unfortunately, we saw work presented without a clear research question considering a global issue.



There was a significant minority of candidates who did not address an issue in their response. The majority of these gave a description of e.g. *the rise of social media use*, but did not explain why that might be a problem.

A few candidates provided an appropriate research question on a global issue, but their report did not address the issue highlighted. In some cases the report appeared to be focussed on another topic.

There were a number of reports without any research question and some with no title or topic. This has a clear impact on their success, as the mark scheme is based on the premise that the candidate has researched an issue and is answering a research question by exploring different perspectives and coming up with their own response as a result of all the research done.

### Information from different perspectives:

#### The strongest work shows a clear understanding of perspectives.

For IGCSE Global Perspectives, a perspective is always based on a view, opinion, or attitude: on what people think or feel about the issue. It is not enough to present general information, facts and figures on a topic from different parts of the world.

For this component, **a global perspective is a supported view about a global issue** raised in the question. It should be clear whose perspective this is – a quote from the relevant person or organisation should be attributed to them, or the candidate should draw together supporting information and attitudes to tell us which group of people has this perspective. In all cases, information should be presented to explain the perspective and support it.

Successful work included paraphrased and/or direct quotes showing a clear global perspective. A global perspective should be clearly identified as such and include an opinion:

**Global Perspective:** *The UN says, 'It is important to foster sustainable fashion' and has followed up by including sustainable fashion as one of its Sustainable Development Goals. (Geneva Environment Network, 2021) ... Waste can either be in the form of excess materials from production or used clothes from a consumer... 10% of global carbon emissions ... higher than the total emissions of all international flights and maritime shipping combined. (UNECE, 2021)*

Similarly, **a national perspective** is a national viewpoint on the issue presented, or an opinion/feeling about/attitude to, the national situation. Again, it should be clear whose perspective is being presented, either by paraphrasing or quoting the person/s or organisation/s with clear attribution. There should be evidence of the perspective and supporting information to explain it:

**National Perspective:** *Dr Nayak, a senior lecturer at the RMIT University in Vietnam said that greenhouse gas emissions are a noticeable downside of the textile industry in Vietnam (Hoang, 2020) With 6000 factories spanning the relatively small country of Vietnam (310 000 sq.km.) (WWF, 2018; World Bank, 2021), the emissions produced concentrate to increase the severity of their effects.*

**National Perspective:** *In the USA, the view that immigrants steal jobs has been reinforced by political leaders.<sup>[5]</sup> Former President Trump blamed Mexican immigrants for stealing American employment opportunities and money, and killing American citizens, while blaming immigrants for low wages in the country. However, several critics have highlighted that low wages could be attributed to the minimum wage in the country.<sup>[6]</sup> Contrary to the President's views, US Census Data has provided evidence that 1 immigrant creates 12 new jobs in the USA, because of the increased demand for food, housing, entertainment, etc.<sup>[7]</sup> Dany Bahar, from Brookings Institution, found that only native citizens with similar skill-sets to the immigrants may face negative consequences, as a larger number of people are qualified for the same job.<sup>[8]</sup>*

Some **weaker work did not present different perspectives** on the issue, but instead presented information about different places. This was sometimes labelled as Global/National Perspective though there were no perspectives presented. In these cases, candidates described actions taken by a government, for example, or provided relevant statistics without telling us what anyone thought or felt about the issue. Others did not present any perspectives or opinions apart from the candidate's own views and these were sometimes unsupported. Where there is no supporting information or evidence, the report is unresearched opinion.

Some **weak work** presented a **general topic with 2 or 3 sub-topics** (often labelled Issue 1, Issue 2, Issue 3). This work did not present perspectives explicitly and (because it was dealing with multiple topics) did not deal with the required criteria in any depth or detail.

### Analysis and comparison of causes and consequences:

Most candidates explained the consequences of their chosen issue. Where their issue was clear, they were able to discuss the causes of the issue:

*A common cause of waste generation is the increased purchase of clothes. Firstly, clothing production and sales have increased by 60% over the past fifteen years (Geneva Environment Network, 2021), and they continue to rise because of globalisation and decreased clothing prices ...*

*Secondly, as stated by ... the textile industry is heavily reliant on hard coal and natural gas for its energy requirements...*

Where candidates had not identified a global issue, or where they wrote descriptive essays, they found it difficult to identify or explain any causes or consequences.

**Stronger work** compared different causes of (or reasons for) their central issue. They explained which were the more important, or main causes and/or they explained how and why there were different causes in different countries or regions. They also compared the consequences, explaining which consequences were the most serious, and/or why there were different consequences for different groups of people, or different places or different situations.

Developed comparison of consequences is given below:

*The spill resulted in millions of marine wildlife ... dying ... ecosystems being wiped out and local fishermen being affected ... Approximately 400 000 turtles were affected, including the endangered Kemp Ridley turtle (Meiners, 2020) However, some organisms like microbes thrived due to the spill. Candidatus Bremanella Macondoprimitus is a microbe responsible for cleaning up oil by eating it ... These microbes have played a vital part in the recovery of marine ecosystems affected by the spill. As a result, marine life has nearly fully recovered. (Ferris, 2017)*

*Alternatively, oil rigs have benefitted marine life in the USA. One example is the Rigs to Reef initiative ... One decommissioned rig can house over 13 000 fish and other life (Lockwood, 2021)*

### Course(s) of Action:

**The strongest work** had a developed and focussed course of action. The candidate explained the course of action: its implementation (e.g. who would do it and details of how it would be done) and gave a clear explanation of the likely impact of the course of action.

**Please note** that it is acceptable for candidates to consider courses of action that have been successful elsewhere and apply them to their own country:

*There are solutions to stop the rate of unemployment caused due to technological advancements from increasing in the future. First, the government needs to study how many workers are employed in the company and how many firms use technology. The findings will assist in deciding the extent to which measures are required. Next, the government should establish legislation mandating certain number of employees depending on the existing employment rate. This number should not be too high to prevent the corporations from jointly opposing the proposal. The number of employees should be based on the nature of the company and the items it produces, in accordance with the government. The government could also offer financial incentives to firms, such as tax breaks on each round of employees. The reduction in unemployment benefits will compensate for any government revenue reduction. More importantly, unlike robots that replace labour, the government should invest in technology that benefits employees, such as project management software that enhances engagement and security. The revenue invested can be reimbursed by better profits as a result of improved efficiency because of technology. These initiatives, combined with increased education and training, will enable a workforce to use and adapt to technology, eradicating the assumption that technology simply causes unemployment.*

*... I think Japan is a model country for making the best use of technology possible, as the government is also making decisions to keep up with technological advances. Japan has formed a policy council to examine the*

*ethical and legal implications of artificial intelligence and develop new policies. ('How Japan Uses AI and Robotics to Solve Social Issues and Achieve Economic Growth 2020) Other countries should follow Japan's lead and use innovation to benefit the economy while spreading 'AI' literacy to end the war between employees and technology.*

**Weaker work** described solutions already in place but did not develop these to explain how these solutions might be applied to their specific issue or in other countries. Some candidates either explained how the course of action might be implemented **or** what its impact might be – but not both. Others provided a detailed course of action that was not clearly linked to the issue they were considering.

**The weakest work** provided a list of actions that might be taken, but with no further details. Some candidates did not identify an issue – they presented general information about a topic. Without a problem, they could not suggest a course of action to address it.

### Evaluation of sources:

The **strongest work** showed clear evaluation of sources used. Candidates evaluated the sources using different criteria and with an explanation of the impact of the quality of sources on the candidate's thinking, or work.

The evaluations made should be explained:

*I am of the opinion that technological improvements are threatening global employment, and I agree with the Times of India and the World Bank. Businesses will replace workers with technology and create unemployment because capital-intensive approaches are more accessible and more cost-effective in the long term. The Times of India has been around for over a century and is a well-known, reputable source in India. This gives me confidence that it checks its facts and makes sure to print only accurate facts. The argument presented in the Times of India article is plausible, since it is well supported with statistical data and relevant evidence about the situation and developments in India. However, the source is limited to India's perspective and does not provide an overall view of the situation, though it is very valuable as a source supporting the National perspective.*

**Note:** In order to fully achieve this criterion, the candidate must provide at least 3 **different** points of evaluation on **more than one** source used.

Some candidates provide a generalised evaluation of their research, without any evaluation of individual sources. This is not what is required:

*Most of the data in this report is based on statistics from United Nations organisations which is made up of the world's best scientists and experts. The report does not use information from blogs, newspapers, or unreliable websites as they contain bias, vested interests, and emotionally driven insights rather than factually driven ones.*

This example seems to indicate that the candidate is not fully aware of what is required. Their comments may be correct, but they are descriptive rather than evaluative and not specific to one source. It is not clear whether or not the candidate thinks statistics from the UN are reliable, or why. A description is needed of who the scientists and experts are, or why being the best makes a difference to credibility or plausibility. The response disposes of blogs, newspapers, and unreliable websites with a sweeping generalisation that they do not contain factually driven insights. It provides no justification or explanation of the view that these sources are biased or have vested interests.

A number of candidates did not attempt to evaluate any of their sources at all, or merely listed what information they had found in each source.

### Assessment Objective 2: Reflection

The strongest work had a clear section of reflection on the candidate's own perspective, on their research findings and on the perspectives they had explored. The candidate clearly explained how their own perspective had developed, been changed, or impacted by others' perspectives and by the information they had gained about the issue. It included a clear conclusion/answer to their question based on research findings and other perspectives. Some strong candidates reflected throughout and then drew their reflections together at the end coming to a logical and supported conclusion.

*The process of writing this report has greatly impacted how I perceive immigration. I realise that, before conducting research, I had misconceptions about the socio-economic impacts of immigration. I assumed that the economic impact of migration would be deemed the most significant and I was quite surprised when people's cultures were found to be more influential in determining their perspectives. I used to believe that countries in Europe had accepting policies towards refugees. After my research, I realised that I had made an assumption due to the large number of refugees that Europe took in, but I had never considered the European public's perception, or the policies which affected them. I had looked at the figures, but had not considered the public's perspective on a large number of incomers of different cultures. A challenge that I faced in my research was the echo chambers that had been created for me on the internet. I was presented with a one-sided argument and faced difficulties in finding alternate perspectives. Overall, the process of writing this report has given me a much broader and more holistic view of international immigration.*

### Assessment Objective 3: Communication

#### Structure of the report:

Candidates are required to write their report in essay form. Their argument should be planned and logical and follow a clear structure to answer their question. They should include all required criteria. They can write between 1500 and 2000 words, and they are advised to use the full word count.

Some of the work seen this session was well-structured and the strongest work was cohesive and logical.

The **strongest work** was easy to follow and provided a clear structured argument with an introduction, addressing all the required criteria and ending with a reflective conclusion. It used the full available word count. This work started with different perspectives on the issue and kept those focussed throughout. These candidates kept control of their argument and did not lose contact with their question, the central issue, or their research findings.

**Weaker work** lacked focus. It tended to select several separate issues and present general information about those, making it difficult to follow any central argument. It sometimes included information that was not relevant to the question. It tended to move around from one topic to another instead of developing a central argument.

The **weakest work** often provided a series of headings with some facts and figures on the topic area, with no clear flow of any argument and sometimes with no reflection or conclusion. Some appeared to have copied and pasted sections from different sources, with no apparent connection between the different paragraphs or with the question or issue. Some work showed little evidence of any research; the candidate simply wrote a general philosophical argument, or opinion piece. This was particularly common in essays on Belief Systems and the Family, where candidates started with their own point of view and wrote only about that.

#### Clarity of arguments, perspectives, and evidence:

The **strongest work** presented the criteria for this component in separate paragraphs, or by using sub-headings. The **weakest work** discussed the question without presenting any perspectives, causes and consequences. There may be no clear issue and so no course of action with no reflection on the research findings or evaluation of sources.

#### Citation and referencing:

All candidates should understand the need for **complete in-text attribution**. They should be aware that if they present material as their own when they have found it in other sources, this is considered to be plagiarism. Where they quote directly from sources, this should be in the form of **short quotes**, clearly attributed, and most of the material in their work should be their own.

There is no one fixed method of citation or referencing for this component. **Any clear and consistent method is acceptable.**

**In-text citation:** Candidates may use bracketed citations, or numbering, or in-text referencing, to indicate where they have used sources. They must include complete references somewhere in their work, either footnotes, endnotes, or in-text references. (For ease of reading and control of word count, numbers or brackets are more manageable).

**References:** References for books or magazines should include author, date, and title of publication. References for online materials should include **at least** the full url (leading to the document, not just to a website) **and date of access (retrieval date)**.

The full reference list/footnotes/endnotes should be clearly linked to the in-text attribution. Candidates should use one clear, consistent, and logical method (one set of numbers, or alphabetical order). References should be clearly organised and easy to find.

Please note that when candidates quote sources found within material from other sources, they do need to reference the quoted sources as well. It should be possible for the reader to find a reference for every person or organisation quoted in the essay.

**Note: Primary research:** Some candidates carry out primary research, particularly to explore different perspectives. Where they do so, they should mention this in text; so that it is clear where/how the information has been gained. They may wish to put a note at the end of their reference list or in a footnote, to give details such as date of interview. If candidates wish to include evidence of their primary research, such as statistics, they can append this to the reference list. (This should not be included as part of the essay, unless it is to be read and counted in the words allowed for the essay).

# GLOBAL PERSPECTIVES

---

|                                                     |
|-----------------------------------------------------|
| <p><b>Paper 0457/03</b><br/><b>Team Project</b></p> |
|-----------------------------------------------------|

## Key messages

- All members of a team must be awarded the same mark for the team elements (Outcome, Explanation and Collaboration).
- Teams that aim to: 'raise awareness about perspectives on...' a topic are guided to look for perspectives and share their findings through the Outcome with an appropriate audience.
- Candidates should choose an issue to focus on, carry out research into different cultural perspectives on the issue, and then use their findings to decide on an Outcome to achieve the aim.
- The Reflective Paper requires candidates to present their own research findings which means that although the team may work collectively for much of the time, it is expected that each individual team member will each carry out some individual research into the issue and cite their sources.
- Candidates should keep an ongoing reflective log of their own ways of working and their work as a part of the team.
- Teachers should steer candidates away from topics/issues that could be sensitive locally.
- Schools should note that there is a Guidance Document for Team Project on the School Support Hub, listed under planning your teaching (ref: The Cambridge Assessment International Education School Support Hub).

## General comments

### **Team Projects:**

The most successful projects involved raising awareness of different cultural perspectives on an issue of local concern and changing the behaviour or perception of others in relation to the issue. Candidates chose a variety of issues on which to focus their projects. Under the topic of *water, food and agriculture*, some candidates focused on the problem of food shortages in the local area. Under the topic of *disease and health*, some teams focused on raising awareness about the support available to teenagers suffering from stress, while others looked at how people and societies responded to the pandemic. Under the topic of *sport and recreation*, some teams focused on exercise programmes to encourage students to enjoy exercise.

Outcomes were varied and included videos, school seminars, leaflets, fundraising events and posters. Many candidates reached the conclusion that a website might be fun to make but is difficult to use for evaluating their Outcome.

Less successful projects tended to give general information about a topic or an issue, without explicitly referring to different cultural perspectives on the issue. Not all learners were involved in selecting their topics, some commenting that they found it hard to engage because of this.

## Comments on specific questions

### **Team Elements: *Outcome, Explanation and Collaboration***

### **AO3 Communication: Outcome and Explanation**

In the most successful projects, the Outcome clearly demonstrated an action taken by the team to achieve their aim, often responding to a local issue. The Outcome also clearly communicated different cultural perspectives on the issue; that is to say, different views or opinions on the issue from people in different countries, or from different groups within one country such as young/old, urban/rural, wealthy/poor.

In less successful projects, the Outcome was often not an action taken to achieve the aim but instead an information gathering activity, (e.g. a video of interviews being undertaken) or a description of other activities relating to the project process, (e.g. a video of candidates talking about what they have done). In other projects, the Outcome was a PowerPoint Presentation or video that was developed to achieve their aim, but did not include different cultural perspectives on the issue, (e.g. an information leaflet simply giving facts about the issue or subject, e.g. an illness in order to inform or raise awareness).

**Guidance:** Interviews carried out to gather views/perspectives cannot be an Outcome in themselves. The Outcome must be a product developed to achieve the team's aim. The Explanation must explain how initial research led to identification of the aim and the development of the Outcome. The Explanation or the Outcome must show the perspectives that were explored. Candidates must plan ways of assessing how far their Outcome met their aim. This could be a survey or collecting verbal feedback from the audience of the Outcome. This must be part of the plan indicated in the Explanation.

### Example:

The following is from a team's Explanation:

*'Remembering the stress from last year, we realised that students all feel stress about their work. We decided to raise awareness about stress and find ways that would help every student. Our group carried out primary research through the method of a questionnaire to collect primary data from students in our school and from different countries to ascertain different cultural perspectives on stress in education. Our group also carried out secondary research that allowed us to find secondary data related to three different cultural perspectives on stress in education: South Korea, Sweden and Denmark.'*

*We decided to hold an assembly in our school to inform students about stress and increase their awareness, and added a question and answer session afterwards. We believed that this would be the most interactive and effective method to use. We used PowerPoint to show our information as it was easy to present and simple to understand. We delivered the presentation and had a nurse to help with answering questions. It informed the students about what stress is, stress in adolescence, causes and symptoms and how to deal with it. The webinar was followed up with the same questionnaire again. We were able to analyse the data to show how effective we had been.'*

### AO3 Collaboration

Teachers must award a mark for how well the team have worked together to complete the project. All members of the team must be given the **same** mark and teachers should take into account how well team members have worked together over the course of the project, including how well they have communicated with each other (offering ideas as well as listening), solved problems, resolved conflict and divided work fairly between the team. This mark should be informed by teacher observation of teamwork and questioning of team members individually and collectively. We do not need explanations of how this mark was arrived at.

### Personal Element: Reflective Paper

#### AO1 Research, Analysis and Evaluation

The most successful candidates provided evidence of the impact of their work, of how far the Outcome had achieved their aim. Where the aim is to raise awareness about an issue, a survey of the target audience before and after the awareness-raising session was often used successfully to show how far the Outcome was successful in achieving the aim, as for example with the approach taken in the project on student stress, a survey was conducted to assess the extent to which the PowerPoint increased students' understanding. The very best responses also made suggestions of ways in which the Outcome could be improved, drawing on the weaknesses identified.

Less successful responses often simply described the Outcome and the process by which it was produced. Where there was evaluation, these responses explained only weaknesses or strengths. Suggestions for improvement were not linked to any of the weaknesses that had been identified.

Only the very best responses were successful in evaluating their own work processes. Successful responses evaluated their time management; for example, giving reasons why they failed to keep to their research schedule. Other successful responses evaluated their research technique: *'I was researching into Womens' Rights and I made use of some news websites. However, later I found that the United Nations has a website that would have suited my needs much better'*. The most successful responses included examples to

illustrate and develop their points of evaluation; for example, an illustration of something that they were unable to achieve due to their failure to better manage time, such as: *'I missed some meeting and was not able to share my research findings with my team. As a result, they got on with the PowerPoint presentation and my work was not on it'*. The most successful suggestions for improvement to both the Outcome and own work processes also drew on evaluation of weaknesses in these areas, as here where the candidate wrote: *'I must remember to use specialist websites initially.'*

More commonly, candidates were unclear on the difference between 'strengths/limitations of own work processes' and 'strengths/weaknesses of own performance as a team member'. For the later, they should ask: How well did I support the team in its work towards the Outcome?

Other candidates who were able to reflect did not do this in a balanced way, focusing on just strengths or just weaknesses of their work processes. No work is so good that it cannot be improved, or so weak that it has no strengths.

**Guidance:** Candidates can be given headings from the assessment criteria, along with questions that encourage evaluation. For example: 'Evaluating work processes: How did your work processes/time management affect the project?', 'Evaluating the Outcome: How well did your Outcome meet your aim?', or 'Which elements of the Outcome were more or less successful?', 'Suggesting and explaining possible improvements: How could you improve the Outcome to better meet the aim', and 'How would you improve your work processes if you had to complete the project again?'

**An example:** *'Our Outcome was fun. We enjoyed the yoga session and planned to repeat it. Not everyone who said they would come did so, so perhaps it wasn't totally successful as we may not have got our message to some who needed it. We were doing an activity with people who liked the same as us, and a lot of people are not into sports as we are. We should have made a list of those who said they would come and then we could have met with those who did not come to find out why. We should have asked why those who did do the activity with us why they enjoyed it. Had it helped them to destress? Or was it just for fun?'*

## AO2 Reflection

This assessment objective requires candidates to reflect on the overall benefits and challenges of working in a team situation. They need to provide specific examples drawn from their experience to illustrate their reflections of what were benefits of teamwork, and what were challenges. In the best responses, candidates commented that sharing work allowed the team to achieve more in a shorter space of time; or that it provided a greater pool of skills to draw on (giving examples from their project). Challenges of working in a team that were commonly mentioned include difficulties of communicating with other team members, organising meetings, dividing work equally and keeping all members on task. Some candidates began by knowing that they worked best alone, only to find that it was more effective to have different ideas to listen to. Others were looking forward to working with friends, only to find that they wasted time or that they would have preferred to do the work alone as they were never satisfied with what their team-mates did. In the very best responses, candidates explained how these benefits and challenges impacted upon their project, giving insightful evaluation.

Less successful responses simply listed who did what in the team, or, often, which team members failed to do tasks that were assigned to them.

Reflection on the strengths and weaknesses of own performance as a team member is concerned with those things the individual does that either move the team forward or hold it back. It is about the individual's impact on the team as a whole. Paragraphs that show what they did to support the team, and how they needed support from the team, and how either of these impacted on the team's performance would indicate a mark at Level 4. There were candidates who produced effective reflections. As a weakness, a candidate reflected that: *'I took on the task of filming. I knew that I could use a system I had at home. I did not check that the school system was not compatible, so I had to do it all again'*. Giving balance, another candidate reflected that: *'I am really interested in making videos and am familiar with many different types of software, so I was able to make the video quickly. This meant that we could edit the content and make sure it met our aim clearly'*.

Less successful work focused only on identifying a role in the team, such as what work had been done, or what prevented work from being completed.

**Guidance:** Candidates could be given a reflective log to record examples while they are completing the project. This could include examples of when working as a team helped them to achieve something positive;

when working as a team was difficult, and why; when they did something positive to help the team achieve their goal, when their performance had a negative effect on the team. In reflecting on what they have learned about different cultural perspectives, candidates should not just consider what they have learned, but should think about whether and how their learning has made them think differently about those cultures or has changed what they do or how they behave. In other words, what impact this learning has had on them. For instance, from the research into the effect of stress on learner health, learners found that: 'achievement often fell when (they were) under too much pressure and rose when learners were relaxed.'

There are two elements to reflecting on overall personal learning. Candidates should consider what they have learned about the issue or topic, as well as what personal or practical skills they have developed through completing the project. For instance, having investigated the issue of food poverty in their country, a team might work with school to reduce food waste or take surplus to a shelter. On learning of personal or practical skills, a candidate might say, *'I worked with a team that gave a presentation to a year 8 group and I learned to overcome my fear of public speaking because I knew the team were relying on me'*.

**Guidance:** The Team Project is a piece of work that spans several weeks. It would help candidates reflect and record notes throughout the process on what they have learned about different perspectives, the topic/issue, working as a team and their own skills and abilities. Candidates need detailed examples.

**Example:** *'My role in our group project has had major effects on my everyday life. I have always been nervous talking to strangers, and I was worried about having to carry out an interview. But I found that I had developed a new level of confidence which I believe will stay with me forever'*.

A weak example of learning, at Level 1, were candidates who wrote: *'I learned a lot about teamwork'*. This comment does not evidence learning.

### AO3 Communication

This assessment objective requires Reflective Papers to flow meaningfully, linking a logical flow of ideas. For instance, it should not be difficult to follow which paragraphs are about own work processes and which are about strengths and limitations of working as a team member.

It is expected that each member of the team will have been involved in some personal research towards to the work overall. These personal research findings need to be clearly flagged up in the Reflective Paper. For instance, through a combination of primary and secondary research, one team member might have found out what methods are used to deal with waste food from shops in their area by talking to the office concerned; while other team members looked into the situation internationally by exploring what is happening in America and Sweden so that they could make comparisons and draw conclusions. The Outcome in this case might be a letter or a presentation to local government officials and poster for local shops. The candidate who had researched the situation locally would then explain in their Reflective Paper what they had found out about their local situation and how this was reflected in the letter/poster.

Where this individual research has involved secondary research, candidates must include citation and referencing. This referencing should be included in the Reflective Paper and detail the author, date, title, URL and date accessed for all sources used, in a consistent format.

### Teacher Assessment

It is helpful for teachers to share an understanding of the mark scheme applied to Team Project before teaching begins. Learners benefit from understanding the mark scheme.

The Individual Candidate Record Cards (ICRC) must be completed by teachers. Teachers are reminded that they must include comments on the ICRC to support/explain the marks awarded and they should use the wording from the assessment criteria level descriptors found in the syllabus when formulating these supporting comments. Changes made through internal moderation should be explained through the wording on the ICRC. Any internal moderation should be completed before these final marks are submitted, so that marks on the ICRCs, the CASF and the MS1 all match each other.