

Example Candidate Responses

Cambridge
International
AS & A Level

Cambridge International AS & A Level Global Perspectives and Research

9239

Component 4

In order to help us develop the highest quality Curriculum Support resources, we are undertaking a continuous programme of review; not only to measure the success of our resources but also to highlight areas for improvement and to identify new development needs.

We invite you to complete our survey by visiting the website below. Your comments on the quality and relevance of Cambridge Curriculum Support resources are very important to us.

<https://surveymonkey.co.uk/r/GL6ZNJB>

Do you want to become a Cambridge consultant and help us develop support materials?

Please follow the link below to register your interest.

<http://cie.org.uk/cambridge-for/teachers/teacherconsultants/>

Cambridge International Examinations retains the copyright on all its publications. Registered Centres are permitted to copy material from this booklet for their own internal use. However, we cannot give permission to Centres to photocopy any material that is acknowledged to a third party even for internal use within a Centre.

Contents

| | |
|--|---|
| Introduction | 2 |
| Assessment at a glance | 4 |
| Component 4 – Cambridge Research Report..... | 6 |

Introduction

The main aim of this booklet is to exemplify standards for those teaching Cambridge International AS & A Level Global Perspective and Research (9239), and to show how different levels of candidates' performance (high, middle and low) relate to the subject's curriculum and assessment objectives.

In this booklet candidate responses have been chosen to exemplify a range of answers. Each response is accompanied by a brief commentary explaining the strengths and weaknesses of the answers.

Each essay is annotated with clear explanation of where and why marks were awarded or omitted. This, in turn, followed by examiner comments on how the answer could have been improved. In this way it is possible for you to understand what candidates have done to gain their marks and what they will have to do to improve their answers.

This document provides illustrative examples of candidate work. These help teachers to assess the standard required to achieve marks, beyond the guidance of the mark scheme. Some question types where the answer is clear from the mark scheme, such as short answers and multiple choice, have therefore been omitted.

The Mark schemes used here are available to download as a zip file from Teacher Support as the Example Candidate Responses Files.

Past papers, Examiner Reports and other teacher support materials are available on Teacher Support at <https://teachers.cie.org.uk>

How to use this booklet

| Example candidate response – high | Examiner comments |
|---|--|
| <p>“Should nuclear energy be our primary alternative to oil in the future?” ①</p> <p>The demand for oil, natural gas and other energy sources are rising rapidly and correlatively with the emerging economies, such as India and China. As a result, worldwide energy production has increased. For example, in 2008, worldwide energy production increased by 1.5% compared to the same year in 2007. However, this increase in energy production is not sustainable as fossil fuels are non-renewable resources. Moreover, burning fossil fuels produces greenhouse gases which contribute to global warming. Therefore, we need to start using alternative energy sources, which means renewable energy sources like wind, solar and hydro. As a result, we need to start using alternative energy sources. A main concern is whether these alternative energy sources are economically friendly, safe and healthy. At present, these alternative energy sources are currently being used in both developed and developing countries. For example, nuclear energy is a controversial, source of fuel known as nuclear energy. Nuclear fission is a nuclear reaction in which a heavy nucleus splits spontaneously or on impact with another particle, with the release of energy. Nuclear fusion is a nuclear reaction in which atomic nuclei of light elements fuse to form a heavier nucleus with the release of energy. ③</p> | <p>① The essay title</p> <p>Examiner comments are alongside the answers, linked to specific part of the answer. These explain where and why marks were awarded. This helps you to interpret the standard of Cambridge exams and helps your learners to refine exam technique.</p> |

Answers by real candidates in exam conditions. These show you the types of answers for each level.

Discuss and analyse the answers with your learners in the classroom to improve their skills.

How the candidate could have improved the answer

Communication was clear and some structure emerged from the use of paragraphs but the argument was incomplete (communication skills). Sources of evidence were not fully analysed in contrast (source selection) and the lack of contrast in the argument (analysis of sources). Several contributing factors amount to a perspective.

However, the absence of an alternative results in the

This explains how the candidate could have improved the answer. This helps you to interpret the standard of Cambridge exams and helps your learners to refine exam technique.

Assessment at a glance

For Cambridge International AS Level Global Perspectives & Research, candidates take **three** compulsory components: Written Examination; Essay; Team Project. All three components are **externally assessed**.

For Cambridge International A Level Global Perspectives & Research, candidates take **four** compulsory components: Written Examination; Essay; Team Project; Cambridge Research Report. Components 1 to 3 are **externally assessed** and Component 4 is **internally assessed and externally moderated**.

| Component | Weighting | |
|---|-----------|---------|
| | AS Level | A Level |
| <p>Component 1 Written Examination 1 hour 30 minutes</p> <p>Written examination consisting of compulsory, structured questions based on sources provided with the examination paper.</p> <p>Candidates analyse and evaluate arguments, interrogate evidence and compare perspectives on global issues listed in the syllabus.</p> <p>30 marks</p> | 30% | 15% |
| <p>Component 2 Essay</p> <p>Candidates explore different perspectives on issues of global significance arising from their studies during the course and write an essay based on their research. The essay title is devised by candidates themselves.</p> <p>The essay must be between 1750 and 2000 words and written in continuous prose.</p> <p>35 marks</p> | 35% | 17.5% |
| <p>Component 3 Team Project</p> <p>Candidates work in teams to identify a local problem which has global relevance. Individual team members research the issue and suggest solutions to the problem based on their research findings. Teams work together to agree a set of proposed <i>team solutions</i> to the problem.</p> <p>While the focus of the task is on team work, each candidate within a team prepares two pieces of work for individual submission. These are:</p> <p>Presentation Each candidate presents an eight-minute live presentation of their individual research and proposed solutions to the problem. Team presentations are not permitted. (25 marks)</p> <p>Reflective Paper Each candidate explains these team solutions in an individual 800-word reflective paper. (10 marks)</p> <p>35 marks in total</p> | 35% | 17.5% |
| <p>Component 4 Cambridge Research Report</p> <p>Candidates devise and develop a research question. This is answered in a report based on independent personal research.</p> <p>The research report must not exceed 5000 words.</p> <p>75 marks</p> | – | 50% |

Teachers are reminded that the latest syllabus is available on our public website at www.cie.org.uk and Teacher Support at <https://teachers.cie.org.uk>

Component 4 – Cambridge Research Report

| Example candidate response – high | Examiner comments |
|--|--|
| <p>Research Question: To what extent does globalization contribute to higher unemployment? 1</p> <p>Unemployment occurs when a person who is actively searching for employment is unable to find work (Investopedia par1). It is often used as a measure of the health of the economy with the significant effects to individuals, societies and countries. When one is unemployed, there will be absence of income, reduction of education and training and increased crime rates. When a country has not fully utilized the labors available, it will be producing under the potential output and the national income will be reduced (The effects of unemployment on Society and The Economy par3-9). As unemployment creates significant negative impacts to the economy as a whole, there were debates for the major causes of it, which globalization is one of the controversial factors among them. 2</p> <p>Globalization is a process of interaction and integration among the people, companies and governments of different nations driven by international trade and investment and aided by information technology (What is Globalization? par1). Globalization critics argue that globalization results in movement of resources such as labor around the world causing job losses for the locals and introduction of new technologies to developing countries resulting reduction of job opportunities in the developed countries. However, globalization advocates argue that unemployment caused by globalization was not even a problem as it can simply be solved by policies such as lower wage rates for locals (Macroeconomics/ Employment and Unemployment par5) and the job losses caused by globalization in one country were actually offset by the job creation in another country. Therefore I was prompted to find out the many under-lying possibilities behind globalization by asking the question: “To what extent does globalization contribute to a higher unemployment?” (RL ¹15/2, 25/2) 3</p> <p>With this research question, I aimed to find out the relationship between globalization and unemployment in the research report, which investigates the possible connections between them and how significant is globalization to unemployment e.g. minor/major, direct/indirect, positive/negative. However, this is just my own interpretation of how should the question be answered. Other researchers might consider comparing globalization with other factors to investigate which is more significant; or just prove using statistical evidences instead of finding the relationship. The theory that I believed in and will use for my report is that “Globalization is a phenomenon or process as part of the evolution of the world's communication system that is not intended to cause unemployment, which the latter is just one of the side effects of globalization”. (RL 8/1) Through desk research and literature review of authors from different backgrounds and economics school of thoughts, the evidences found can be linked together and determine the accuracy of the theory. 4</p> <p>As globalization is very large-scaled and can be looked at from many different perspectives, I have chosen to approach this report from social, political and economics perspectives because these are the three most major and relevant aspects to be examined, which will be justified in my report (RL 6/1) (RL 11/1-12/1, 20/1 [Fishbone Diagram]). With the main body consists of different perspectives of globalization, the sub themes will be the different specific approaches of it and the effects of them to unemployment. 5</p> <p>¹ Research Log (RL 15/3-no.1)</p> | <p>1 This is a suitable question which can involve considering different perspectives.</p> <p>2 Not referenced in the footnote.</p> <p>3 The terms are defined with references.</p> <p>4 The terms are defined with references.</p> <p>5 The candidate outlines the approach.</p> |

| Example candidate response – high, continued | Examiner comments |
|---|--|
| <p><u>Economics Perspective</u></p> <p>Economic globalization is a result of the growing scale of cross-border trade of commodities and services, flow of international capital and wide and rapid spread of technologies. Free movement of factors of production² has now been made possible due to the rapid growth in science and technologies that reduced the transportation and communication costs, and also because of the framework of General Agreements on Tariffs and Trade (GATT)³ and World Trade Organization (WTO)⁴ that causes many countries to cut down their international trade barriers⁵. In this economics perspective, I will present arguments that discuss about the effects of economic globalization and whether unemployment is one of the major negative impacts from the point of view of different authors.</p> <p>According to Michael Spence who published a paper “Globalization and Unemployment” on the Foreign Affairs⁶, following globalization, the value-added chain⁷ of the economy has been changing: the market for the lower end of it has moved to the emerging economies (China, India etc.) as multinational companies (MNC) generated growth and jobs in developing countries; the higher end of it stayed in the advanced economies (United States etc.). This aspect of globalization on the cross-border movement of workers caused the happening of inward remittances (money sent back home by migrated workers), which the immediate impact of that were primarily investigated by Karina Orozalieva in “Impact of Globalization on Socio-Economic and Political Development of the Central Asian Countries.” Based on empirical evidences collected from three different model of panel data regression analysis carried out by Orozalieva from 1990 to 2008, the conclusion is that the positive effects of remittances outweighed the negative effects especially for the GDP growth. The author has viewed this objectively as the models compared and included many aspects such as Human Development Index (HDI), remittances, Foreign Direct Investment (FDI), life expectancy and literacy rate, plus this is an on-going study for around eighteen years thus increased the reliability. Based on the common economics theory, when the economy is growing, there will be higher demand for goods and services, which means that more labor will be demanded thus more job opportunities will be offered (RL 17/2). So I can reason that according to Orozalieva, inward remittances stimulated GDP growth thus indirectly decreased unemployment.</p> <hr/> <p>² Factors of production refer to an economic term to describe the inputs that are used in the production of goods or services in the attempt to make an economic profit. The factors of production include land, labor, capital and entrepreneurship.</p> <p>³ General Agreement on Tariffs and Trade (GATT) was a multilateral agreement regulating international trade.</p> <p>⁴ The World Trade Organization (WTO) is the only global international organization dealing with the rules of trade between nations.</p> <p>⁵ A barrier to trade is a government-imposed restraint on the flow of international goods or services. The most common barrier to trade is a tariff—a tax on imports.</p> <p>⁶ Foreign Affairs is published by the Council of Foreign Relations (CFR), which is an independent, nonpartisan membership organization, think tank and publisher, that allows “competent, well-informed, honest opinions seriously held and convincingly expressed” to be discussed on the multiplatform media.</p> <p>⁷ Value chain is a high-level model of how businesses receive raw materials as input, add value to the raw materials (lower end) through various processes, and sell finished products (higher end) to customers.</p> | <p>6 The view that unemployment has decreased is based on sources. The candidate explains and evaluates the analysis.</p> <p>7 Excellent evaluation – particularly effective and well supported.</p> <p>8 Conclusion follows directly from the arguments.</p> |

| Example candidate response – high, continued | Examiner comments |
|--|--|
| <p>For the argument of Spence, he implicitly showed his assumption by separating the global economy into the advanced and emerging economies by using examples mostly from US versus China and India, neglecting the differences between the economics systems, policies on globalization and employment structure of different countries. However based on his argument on value-added chain, he did provide logical reasons with supporting evidences that lead to a flow to the valid conclusion. Firstly, from 1990-2008, the employment structure in the developed countries shifted from tradable sector to the non-tradable ⁸sector, with income per employee increased by 52% and 12% respectively. This means that more people have jobs with incomes that increase at a slower rate. Secondly, within the remaining higher end jobs, opportunities are expanding for the highly educated but shrinking for the less well educated. From 1990-2008, total number of employed workers in the US increased from 122million to 149million, from which 98% increase was from the non-tradable sector. From these two major reasons and evidence, the author concluded that despite job flows between countries, the number of employed population in US still increased, the number of employed population in US still increased, thus instead of unemployment, globalization has created wider distributional problem of jobs and incomes in the advanced economies. However, to further strengthen the conclusion, instead of rate of increase of income, the real figure of average income per employee given in the two sectors should be compared to prove income inequality; and the increase in total number of workers should be compared to the increase in working population to be more valid. For example if total working population increased by 100million, but the given evidence indicated an increase of 27million employed workers, the unemployment rate is actually worsen. This prompted me to check on that from the official website of World Bank. It shows that in the period of 1991-2007, unemployment rate of US has decreased from 6.9% to 4.7%, but increased to 5.8% in 2008. However this increase has a greater probability to be caused by the contemporary Great Recession in 2008 but not globalization, indicating that the economic situation actually has a more significance impact on unemployment. This verification increased the credibility and accuracy of Spence’s argument, but there are also many unsupported claims. For example “...the highly educated, and only them, are enjoying more job opportunities and higher incomes”. Though it might be very logical in today’s context that the world needs educated workers and the return on educated jobs is higher, but concrete evidences from credible sources should be included to support the reasons given and be more convincing to the readers. Nevertheless, the implication is that globalization and unemployment is only partially related because the main issue is the redistribution of job opportunities and income, but not the destruction of jobs.</p> <p>In Orozalieva’s study, it does not only concluded that globalization does not have a direct relationship with unemployment, more specifically it claimed that in terms of remittances globalization can even be used as a way to reduce and solve unemployment, which this part of the conclusion is not mentioned by the other articles. The literature review done by the author suggested that inward remittances can actually “affect reduction of poverty and bring social stability through alleviating unemployment”. Orozalieva also mentioned briefly about using remittances as a tool</p> <hr/> <p>⁸ Most commonly, the tradable sector consists largely of sectors of the manufacturing industry, while the non-tradable sector consists of locally-rendered services, including health, education, retail and construction.</p> | <p>9 Looking at the assumptions of the author, there is high level analysis and is a criticism. The candidate has included detailed information to support the view.</p> <p>10 The candidate gives supporting evidence and subjects the supporting evidence to scrutiny. However, in some places it is not easy to follow the point being made.</p> <p>11 This is a good evaluation, using clear evaluative vocabulary and offering support for the critique.</p> <p>12 Conclusion follows directly from the argument.</p> |

| Example candidate response – high, continued | Examiner comments |
|---|--|
| <p>to fix unemployment for countries such as Tajikistan, Kyrgyzstan and Armenia. Although these claims are not the main investigation of this article, I have chosen to include them because of the high credibility of the author. Firstly, this study is quite representative, as it looked at more than one region of the world, including Central Asia, former Soviet Union countries and also Eastern Europe. Besides, the research design relies on official statistical databases such as World Bank and Human Development Report (HDR) but Orozalieva also does not appeal to authority by recognizing the limitation that there might be unofficial (or underground) statistics on remittances that will be neglected and diminished the real effect of labor migrants in different countries. For the purpose of my report, Orozalieva’s study that focused on globalization in terms of labor migration and inward remittances might not be a broad scope, but with the high credibility and representativeness, it is a good reference and comparison for other studies that studied economic globalization as a whole.</p> <p>For Maurice Allais who concluded his thoughts and findings on the contemporary economy in a speech given in UNESCO in 1990, he concentrated mainly on examples from European Union and France (RL 31/1- no.2). But it was generally focusing on the economy problems as a whole, thus is quite applicable and representative. Allais argued that the developing countries could not adapt to the new conditions, which is why it is one of the five fundamental factors that caused unemployment. However, this is not a one-sided and subjective argument and the conclusion is not very extreme. Allais had successfully refuted the counter-arguments, which are the supreme primary aims of globalization such as jobs creation, by his framework of desirable globalization when market is perfectly effective. Therefore his justifications suggested that the ideology of globalization was a positive hypothesis, but the reality could be an unintended negative outcome. Besides, he also countered the ideas of people such as Spence, Stefanović and Orozalieva by arguing that they regarded unemployment as an indirect effect of globalization because there were some so-called remedies without proper justifications that claimed to solve the unemployment with simple economic theories such as reducing working time and inflating real interest rates. But this article was in the form of a speech, thus there are many unsupported claims and the above counter-arguments have to be verified through Allais’s other scholar articles and research studies, which I have limited time and capability for this. However, I have chosen to deconstruct and evaluate this article because of the high credibility of Maurice Allais, as he was the 1988 Nobel Prize Winner in Economics for his pioneering contributions to the theory of markets and efficient utilization of resources. However, he might not be neutral because he supported socialism⁹ and his views might be bias and lean towards the side with heavy government control, which is protectionism (trade barriers of countries) against globalization of international free trade. But Allais does offer a different view for economics perspective that globalization contributed a lot in creating higher unemployment level.</p> <p>According to my own analysis, one clear way to show the effect of globalization is to look at the unemployment rate before and after economic globalization. When a country joins World Trade Organization (WTO), it reflects an increase in trade liberalization, which is a form of globalization. Therefore,</p> <hr/> <p>⁹ Socialism is a political and economic theory of social organization that advocates that the means of production, distribution, and exchange should be owned or regulated by the community as a whole.</p> | <p>13 A weaker answer would simply rely on the expertise of the author but this goes into the basis of the research.</p> <p>14 The candidate uses the language of reasoning. The evaluation is solidly based.</p> <p>15 The answer then considers a counter view and an opposing source. This is a confident evaluation. However, it is less solidly based and it relies more on the nature of the source.</p> <p>16 This is a thoughtful method and conclusions are well drawn.</p> |

| Example candidate response – high, continued | | Examiner comments | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|-------------------------------------|-------------------|-------------------------------------|--|-------------------|-------------------|----------------|------|------|-----------------|-----|-----|--------------|-----|-----|----------------|------|------|----------------|------|------|---------------|------|------|---------------------|-----|-----|--|
| <p>among the 162 member countries, I have chosen a few of those that joined WTO in recent years so that it is more relevant in today's context and checked on their respective unemployment rates. (RL 15/3- no.2)</p> <table border="1"> <thead> <tr> <th rowspan="2">Joined WTO</th> <th colspan="2">Unemployment Rate (World Bank Data)</th> </tr> <tr> <th>5 years prior (%)</th> <th>5 years later (%)</th> </tr> </thead> <tbody> <tr> <td>Albania (2000)</td> <td>16.9</td> <td>12.5</td> </tr> <tr> <td>Cambodia (2004)</td> <td>2.3</td> <td>0.1</td> </tr> <tr> <td>China (2001)</td> <td>4.6</td> <td>4.0</td> </tr> <tr> <td>Croatia (2000)</td> <td>10.1</td> <td>12.6</td> </tr> <tr> <td>Georgia (2000)</td> <td>14.4</td> <td>13.8</td> </tr> <tr> <td>Jordan (2000)</td> <td>14.6</td> <td>14.9</td> </tr> <tr> <td>Saudi Arabia (2005)</td> <td>4.6</td> <td>5.4</td> </tr> </tbody> </table> <p>Table 1 Comparison of unemployment rates before and after globalization between countries</p> <p>By comparing the figures, it is clear that there is no clear link between globalization and unemployment. For example, after globalization, the unemployment rates decreased for Albania, increased for Croatia, but have an insignificant change of 0.3% for Jordan. However, this synthesis of information can be questioned for the validity as I have assumed that globalization has the greatest impact on unemployment rate among all other factors such as the population, education level, trade policies, structural and cyclical change of economy in a country when examining the changes in unemployment rates. Besides, 7 countries out of 162 members were being selected as samples, thus it might be critiqued to be not representative and bias. However, it is still a clear way to directly look at how unemployment has been affected when globalization happened.</p> <p>Social Perspective (RL 23/1)</p> <p>The social perspective of globalization refers to the impact of globalization on the life and work of people, on their families, and their societies. Concerns and issues are often raised about the impact of globalization on employment, working conditions, income and social protection. In this perspective, I will discuss about different arguments from authors who regarded unemployment as a social impact and their views on globalization as a cause of it. My assumption will be that the other social problems such as poverty and income inequality are correlated with unemployment because the formers will happen if there is unemployment.</p> <p>One of the main findings of “The Social Impact of Globalization in the Developing Countries (DC)” by Eddy Lee and Marco Vivarelli stated that the employment effect of globalization, namely increasing trade openness and Foreign Direct Investment, could be very diverse in different areas of the world. Supported by reasons derived from the own literature review of the authors, they challenged the Heckscher-Ohlin (HO) Prediction, which believed that globalization should take advantage of the abundance of labor in DC and involve an expansion in local employment. They claimed the need to not look at employment as the only labour market effect of globalization, but comparison has to be made with the others such as</p> | | Joined WTO | Unemployment Rate (World Bank Data) | | 5 years prior (%) | 5 years later (%) | Albania (2000) | 16.9 | 12.5 | Cambodia (2004) | 2.3 | 0.1 | China (2001) | 4.6 | 4.0 | Croatia (2000) | 10.1 | 12.6 | Georgia (2000) | 14.4 | 13.8 | Jordan (2000) | 14.6 | 14.9 | Saudi Arabia (2005) | 4.6 | 5.4 | <p>17 The methodology is assessed thoughtfully. Excellent argument – particularly effective and well supported.</p> <p>18 The argument drifts here. The question is about the links or otherwise between unemployment and globalisation, but here the candidate considers the effects of unemployment.</p> |
| Joined WTO | Unemployment Rate (World Bank Data) | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 5 years prior (%) | 5 years later (%) | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Albania (2000) | 16.9 | 12.5 | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Cambodia (2004) | 2.3 | 0.1 | | | | | | | | | | | | | | | | | | | | | | | | | | |
| China (2001) | 4.6 | 4.0 | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Croatia (2000) | 10.1 | 12.6 | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Georgia (2000) | 14.4 | 13.8 | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Jordan (2000) | 14.6 | 14.9 | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Saudi Arabia (2005) | 4.6 | 5.4 | | | | | | | | | | | | | | | | | | | | | | | | | | |

| Example candidate response – high, continued | Examiner comments | | | | | | | | | | | | | | | |
|---|---|--|---|--------|-----------------------------|--|----------|-------------------------------|-----|----------------|---------------------------------|----------|--------|---|-------------|---|
| <p>direct labor-saving effects and crowding-out of non-competitive domestic firms.¹⁰ These claims strengthen the reasons of the Lee and Vivarelli, as they did not generalize the employment effects by assuming all other things being equal and cause the result to be very theoretical. They had also included evidences to support the conclusion that the employment impact of globalization is uncertain. For example they synthesis the findings of different authors and presented that in the integrating DCs, the employment effect is mostly negative in Latin America but globally positive in the Asian countries. However, the author should have included concrete numerical evidence, or to collect the data from one official statistics organization so that the comparison can be based on a same basis instead of combining the evidences from different researches. Another piece of evidence suggested that 21 in 39 sampled DCs that practice globalization increased in employment but the other 18 experienced a reduction. This evidence is more supportive than the previous one because it was provided by one author who found it based on the same context and timeframe but not a mixture created by Lee and Vivarelli. Furthermore, after deconstructing the annex of the synthesis report of International Labour Organization¹¹ (ILO) Activities on the Social Dimension of Globalization, I find that it investigated on the regional perspectives in the world with the results differentiated from area to area, which supported the argument by Lee and Vivarelli. This report was prepared in 2002 with no specific data was presented thus I synthesized the evidences from The Statistics Portal with it. From the synthesis I can reason that the claims in 2002 by ILO is still applicable and supported by recent statistics of unemployment in 2011, thus increase the reliability of the claims in it.</p> <table border="1" data-bbox="156 927 1102 1310"> <thead> <tr> <th>Regions</th> <th>Claims from the annex (2002)</th> <th>Unemployment Rate- The Statistics Portal (2011)</th> </tr> </thead> <tbody> <tr> <td>Africa</td> <td>Deterioration of employment</td> <td> <ul style="list-style-type: none"> North Africa & Middle East 22% Sub-saharan Africa 17% </td> </tr> <tr> <td>Americas</td> <td>Uncertainty in labour markets</td> <td>12%</td> </tr> <tr> <td>Asia & Pacific</td> <td>Full/ reduced unemployment rate</td> <td>Asia: 5%</td> </tr> <tr> <td>Europe</td> <td> <ul style="list-style-type: none"> Widespread unemployment in Central and South-Eastern Europe </td> <td>Europe: 11%</td> </tr> </tbody> </table> <p>Table 2 Synthesizing numerical data with claims from annex of ILO</p> <p>Ann Harrison, the author of “Globalization and Poverty” mainly argued that the relationship between globalization and poverty is complex as the reduction of the latter does not only depends on the former, but considerations for other key complementary policies such as education, access to infrastructure, ability to relocate</p> <p>¹⁰ When work needed to finish a task is reduced and weaker domestic firms were forced to shut down.</p> <p>¹¹ The International Labour Organization (ILO) is the only tripartite United Nations agency with government, employer and worker representatives. This tripartite structure makes the ILO a unique forum in which the governments and the social partners of the economy of its 187 member states can freely and openly debate and elaborate labour standards and policies.</p> | Regions | Claims from the annex (2002) | Unemployment Rate- The Statistics Portal (2011) | Africa | Deterioration of employment | <ul style="list-style-type: none"> North Africa & Middle East 22% Sub-saharan Africa 17% | Americas | Uncertainty in labour markets | 12% | Asia & Pacific | Full/ reduced unemployment rate | Asia: 5% | Europe | <ul style="list-style-type: none"> Widespread unemployment in Central and South-Eastern Europe | Europe: 11% | <p>19 The answer does come back into focus with the view that the effects can be uncertain and there is analysis and evaluation.</p> |
| Regions | Claims from the annex (2002) | Unemployment Rate- The Statistics Portal (2011) | | | | | | | | | | | | | | |
| Africa | Deterioration of employment | <ul style="list-style-type: none"> North Africa & Middle East 22% Sub-saharan Africa 17% | | | | | | | | | | | | | | |
| Americas | Uncertainty in labour markets | 12% | | | | | | | | | | | | | | |
| Asia & Pacific | Full/ reduced unemployment rate | Asia: 5% | | | | | | | | | | | | | | |
| Europe | <ul style="list-style-type: none"> Widespread unemployment in Central and South-Eastern Europe | Europe: 11% | | | | | | | | | | | | | | |

| Example candidate response – high, continued | Examiner comments |
|---|--|
| <p>into the expanding sectors and so on are important. I have decided to briefly include this in my report because this is my assumption for the social perspective that poverty is a social problem caused by globalization, which Harrison also justified that it is highly correlated with unemployment. However, he did not further elaborate this justification and neglected some of his own assumptions of it. For example he used the definition of extreme poverty as “subsisting on less than 1 dollar a day”, but he assumed that when unemployment happens one will be in this situation, and that the wages for the employed will be sufficient for him/her to live with more than 1 dollar a day, which may not necessarily be the case with the exploitation of workers. Despite this flaw, this argument offers a new angle to look at my research from poverty as another form of unemployment. It has challenged the simple interpretation of the past researchers on globalization, and reinforced Lee’s and Vivarelli’s opposing view on the HO Prediction as well. Harrison mentioned the evidences from literature reviews such as Goldberg and Pavcnik suggesting that workers are not perfectly mobile from one country that does not require them to another that needed abundant of them, thus countered the HO Prediction’s framework. Although further readings have to be done on this quoted evidence, he did explicitly stated some other evidences by Petia Topavala that the rural poor gained less from globalization as it caused a 15% setback in the progress of poverty reduction in India in the 1990s, but Harrison recognized that Topavala has to identify also the impact of globalization in the overall India to know the net contribution of globalization to poverty reduction thus he did critically evaluated the evidences he used and make his arguments sounded more convincing.</p> <p>Unlike researches that focused on the impact of globalization on unemployment, the synthesis report of ILO Activities on the Social Dimension of Globalization focused on the policies from the social globalization to solve unemployment. As ILO is a reputable and non-for-profit organization, it does not show to have vested interest to incline towards any party particularly. It is also a platform for experts on labour market to conduct different researches, thus it can offer an objective and neutral view in this synthesis report. In terms of the problem of unemployment, this report addressed the importance of Social Dialogue¹² to prevent unemployment and certain issues related such as social stability and labour peace. It claimed that globalization has challenged the Social Dialogue by the changing nature of employment relationship and deregulation of labour markets, for example workers are excluded from important participation of trade and the role of global enterprises. However, the paradox is that some social measures in globalization can be used to solve the social aspects of unemployment. For example the collective bargaining by global trade union to protect their employment status or the education and training as skills development to solve unemployment in industrialized countries caused by structural and skill-biased technological changes. Therefore one of the points conveyed by this report is that globalization not only contributed to unemployment like the arguments by the previous authors, but in social perspective can be a way to solve the problem of unemployment as well. This was further reinforced by Lee and Vivarelli that education and training were to increase the supply of skills, as skills shortage will lead to negative effects such as domestic unemployment. Although this is not the main conclusion that is supported by many</p> <p>¹² Social dialogue is a flexible tool that enables governments and employers' and workers' organizations to manage change and achieve economic and social goals.</p> | <p>20 The report drifts towards poverty rather than unemployment.</p> <p>21 This is a sophisticated analysis and there is some evaluation of the ILO, mainly in terms of the origin of the evidence.</p> |

| Example candidate response – high, continued | Examiner comments |
|--|---|
| <p>evidences, but I used this to support the conclusion from ILO because of the credible source, which was a combination of different universities and economic institutions and showed the objectivity and unbiased views from so many institutions.</p> <p>Political Globalization (RL 25/1)</p> <p>Political globalization 'refers to an increasing trend toward multilateralism (in which the United Nations plays a key role), toward an emerging 'transnational state apparatus,' and toward the emergence of national and international nongovernmental organizations that act as watchdogs over governments and have increased their activities and influence. In this perspective I will discuss about how will different political parties such as governments of individual or the combination of multiple nations countries, as well as international non-for-profit institutions such as ILO, WTO, IMF and UN affect unemployment. It will mainly be focusing on the policies implemented or to be implemented to solve unemployment from both economics and social aspects.</p> <p>Following from the synthesis report, ILO's Decent Work Agenda provides the basis for a more integrated view of interdependent economic and social objectives by the policies that were designed to improve the effects of globalization, including unemployment. This involved the relationship with the United Nations, World Bank and the International Monetary Fund. It generates international political will and consensus on appropriate policies such as international labour standards that eliminate all forms of discrimination; social security to enhance productivity through healthcare, income security and social services; labour protection that prevent injuries, diseases and exploitation of labour. These policies were mostly results synthesized from credible sources such as Asian Development Bank, World Economic Forum and Part-Time Work Convention. It can then be inferred that this report believed that political globalization through international policies was needed to reduce unemployment. However, as this is a report on labour market problems created by the social dimension of globalization (analyzed and evaluated in Social Perspective) and a proposal on future actions needed, most of the arguments were created through implications that the real effects of these policies can only be verified in the future. This synthesis report also focused to be precise with much information gathered and mostly is only briefly mentioned, though evidences are provided in the footnote with the link for further readings. For example "...only foreign workers, particularly the undocumented, are willing to accept the short-term, insecure jobs..." and "Insecurity has risen in recent years..."</p> <p>According to the argument "Sense and Nonsense in the globalization debate" by Dani Rodrik, who was a professor of international political economy at Harvard University, there is an increased role of government in trade growth by globalization especially in countries like the United States (9%-34%), Sweden (10%-69%) and Netherlands (19%-54%). The increase in international competitiveness caused countries to cut down spending and costs to retain their attractiveness, which contributed to higher unemployment, as wages were one of the costs. For example France & Germany have cut the pension benefits; South Korea implemented the relaxation of firing regulations; Latin America privatized public enterprises. However this argument was written in 1997 and the evidences given were based until the mid-1990s, therefore these are quite outdated, plus there were no sources given on the</p> | <p>22 This statement has not been referenced.</p> <p>23 The candidate gives a direct link to the question.</p> <p>24 The argument could be more direct here.</p> <p>25 The report is more focused here.</p> <p>26 This raises the question of why the candidate has used these outdated sources.</p> |

| Example candidate response – high, continued | Examiner comments |
|---|---|
| <p>statistics thus the methods to measure government’s role in a country and the relevance of the examples in today’s context have to be questioned. I have evaluated this argument as it is from a credible source with high reputation and expertise. Rodrik can be considered as a neutral source as he presented this argument from both sides of globalization, thus does not show vested interest in persuading the readers to incline to one side of the argument. Besides the previous argument on how government has contributed to unemployment, he claimed that there have been government policies such as establishing social safety net plus providing medical and social insurance, which are quite similar to and reinforced the report of ILO, being implemented to solve this problem. But as a more in-depth study than ILO, Rodrik has increased the persuasiveness of his study by reasoning the need for not only government’s policies to solve unemployment, but also some other complement external strategy eg. WTO Agreement on Safeguards¹³ for temporary trade restrictions to harmonize the policies with internal compensation to the workers and secure their jobs. Therefore the answer from this argument to my research question is the same with the report from ILO, which claimed that although unemployment can be caused by globalization, but the solution of it may come back from globalization again.</p> <p>Moreover, the chapter “Does globalization promote employment” in an e-book “Economic Globalization. Origin and Consequences” by the Organization for Economic Co-operation & Development (OECD)¹⁴ is a reinforcement for both synthesis report of ILO and argument by Rodrik in a more detailed way. It advocated the need for government’s policies by suggesting possible ones such as expanding the public budgets in support for programs to help people return to work such as education and training; subsidies for temporary unemployed person to find a job eg. in Japan. Besides, evidences of successful policies such as resorting part-time work and fixed term contract to prevent instable working conditions have been given. According to the European Trade Union Con-federation (ETUC), from 1998-2008 the jobs have increased from 32million to 40 million in European Union. As this is a recent publication in 2013, it has supported the previous arguments in 1997 (Rodrik) and 2002 (ILO report) that those arguments are relevant and still applicable in today’s context though further details are needed, thus is reasonable to be included in my report. The argument in this chapter also included a lot of concrete evidences to support its claim, for example “nearly 10% of overall jobs created since 1998” and “In Sweden, 68% of young people work under a fixed-term contract”. Although some of the sources of the data are not given, however a publication though OECD will be reviewed for its accuracy so that its own reputation and credibility will not be reduced, though this can indicate the evidences provided might be filtered as OECD has the vested interest to present the bright side of their policies and work done.</p> <p><u>Conclusion</u></p> <hr/> <p>¹³ Safeguard measures are defined as “emergency” actions with respect to increased imports of particular products, where such imports have caused or threaten to cause serious injury to the importing Member’s domestic industry.</p> <p>¹⁴ The Organization for Economic Cooperation and Development (OECD) is a unique forum where the governments of 34 democracies with market economies work with each other, as well as with more than 70 non-member economies to promote economic growth, prosperity, and sustainable development.</p> | <p>27 There is evaluation here with supporting evidence.</p> <p>28 This is a good summary which clarifies the complex argument.</p> <p>29 This source is used to support the argument.</p> |

| Example candidate response – high, continued | Examiner comments | | | | | | | | | | |
|--|--|--------------|-------|--------------|-------|----------------|-------|----------------|-----|-------------------|-------|
| <p>The research on economics, social and political perspective can be summarized respectively as below:</p> <ol style="list-style-type: none"> 1. Spence and Orozalieva argued that there is an indirect relationship between globalization and unemployment; Allais believed that globalization is the main cause of unemployment; statistics from World Bank shows inconsistent relationship between unemployment rates before and after countries become more globalized. 2. Lee, Vivarelli, Harrison and ILO’s report annex conveyed the main point as globalization has a uncertain effect on unemployment in different regions; ILO’s synthesis report claimed that globalization both challenged and helped in social policies to solve unemployment. 3. ILO’s synthesis report, Rodrik and OECD claimed to solve unemployment with political globalization, though Rodrik acknowledged some unemployment caused by government’s policies. <p>Based on the synthesis of my findings through deconstructing, analyzing and evaluating arguments, as well as collecting unemployment statistics from reliable sources, it is most accurate to conclude that globalization and unemployment is uncorrelated, that is, no fixed trend of relationship. My research question “To what extent does globalization contribute to higher unemployment?” can now be answered: it depended on from which aspect of globalization that is investigated. In terms of job flows and the change of world employment structure, there will be both job creation and job destruction; in terms of free movement of factors of productions, instability will result in higher unemployment with jobs insecurity; in terms of international social and political policies, unemployment can be corrected gradually. Therefore different effects on unemployment from different aspects of globalization resulted in the uncertain net effect in the chain of causation.</p> <p>Reflection</p> <p>As stated in the introduction, the theory that I have made used of is also what I believed in before starting my research. As I study Economics in A-Level, I have learnt different major causes for unemployment such as cyclical, seasonal and structural unemployment. Thus I was not very convinced that globalization contributed a lot to unemployment (as stated in my theory). However, throughout my research process with in-depth analysis of different scholar articles and information from different official sites, I have realized that though the theory can be proven correct, it is actually not broad enough to cover every aspects of globalization, as it focuses more in the economics perspective of globalization. This caused an imbalance between perspectives (RL 26/1) though I have attempted to create a balanced argument that offers a wide range of relevant perspectives. I have now realized that globalization is a topic too broad to be discussed as a whole to get a defined answer. The different variables between countries such as different degree of development, macroeconomic aims, political consensus and economic structures will cause the effects of globalization to vary in different countries (RL 15/3- no.3). Therefore further research may be conducted on one specific aspect of globalization, with quantitative research method such as experiments to create empirical evidences and find the exact relationship between that aspect of globalization and unemployment. I have also realized tradeoff between in-depth research and wide range of sources in this given time and word limit (RL 29/1), and the restricted access to some of the useful sources (RL 28/1, 1/2). I hope that I have balanced between these two in my analysis and evaluation, and also reached a reasoned conclusion.</p> <p>Word Count: 4965</p> | <p>30 This conclusion follows from the analysis. It shows that by breaking down the question a nuanced judgement is more likely to emerge.</p> <p>31 This could have been developed in the essay.</p> <p>32 This reflects on the limitations of the research.</p> <table border="1" data-bbox="1139 1608 1473 1800"> <tbody> <tr> <td>AO1 Research</td> <td>16/20</td> </tr> <tr> <td>AO1 Analysis</td> <td>17/20</td> </tr> <tr> <td>AO1 Evaluation</td> <td>18/20</td> </tr> <tr> <td>AO2 Reflection</td> <td>4/5</td> </tr> <tr> <td>AO3 Communication</td> <td>10/10</td> </tr> </tbody> </table> <p>Total mark awarded = 65 out of 75</p> | AO1 Research | 16/20 | AO1 Analysis | 17/20 | AO1 Evaluation | 18/20 | AO2 Reflection | 4/5 | AO3 Communication | 10/10 |
| AO1 Research | 16/20 | | | | | | | | | | |
| AO1 Analysis | 17/20 | | | | | | | | | | |
| AO1 Evaluation | 18/20 | | | | | | | | | | |
| AO2 Reflection | 4/5 | | | | | | | | | | |
| AO3 Communication | 10/10 | | | | | | | | | | |

| Example candidate response – high, continued | Examiner comments |
|--|-------------------|
| <p><u>Bibliography</u></p> <ol style="list-style-type: none"> 1. Allais, Maurice. "Globalization, Unemployment and the Imperatives of Humanism." <u>Mouvement Pour Une Organisation Mondiale De L'Agriculture</u>. Web. 03 Mar. 2016. <http://www.momagri.org/UK/editorials/Globalization-unemployment-and-the-imperatives-of-humanism_51.html>. 2. Gao, Shangquan. "Economic Globalization: Trends, Risks and Risk Prevention." <u>United Nations Development Policy and Analysis Division</u>. 2000. Web. <http://www.un.org/en/development/desa/policy/cdp/cdp_background_papers/bp2000_1.pdf>. 3. "What Is Globalization? Globalization101." <u>Globalization101</u>. Web. 04 Mar. 2016. <http://www.globalization101.org/what-is-globalization/>. 4. Harrison, Ann. "Globalization and Poverty." <u>NATIONAL BUREAU OF ECONOMIC RESEARCH</u>. June 2006. Web. 04 Mar. 2016. <http://www.nber.org/papers/w12347>. 5. "ILO Activities on the Social Dimension of Globalization: Synthesis Report." <u>International Labour Organization</u>. 2002. Web. <http://ilo.org/wcmsp5/groups/public/---dgreports/---integration/documents/publication/wcms_079140.pdf>. 6. "Unemployment Definition Investopedia." <u>Investopedia</u>. 2010. Web. 04 Mar. 2016. <http://www.investopedia.com/terms/u/unemployment.asp>. 7. "The Effects of Unemployment on Society and the Economy." <u>Job Interview & Career Guide</u>. Web. 04 Mar. 2016. <http://www.job-interview-site.com/the-effects-of-unemployment-on-society-and-the-economy.html>. 8. Lee, Eddy, and Macro Vivarelli. "The Social Impact of Globalization in the Developing Countries." <u>Institute for the Study of Labor</u>. Jan. 2006. Web. <http://ftp.iza.org/dp1925.pdf>. 9. Levi, Lucio. "Unemployment in the Globalization Age." <u>The New Federalist Webzine of the Young European Federalist</u>. 31 Mar. 2014. Web. 03 Mar. 2016. <http://www.thenewfederalist.eu/unemployment-in-the-globalization-age>. 10. Merrer, Pascal Le. "Economic Globalisation - Origins and Consequences - OECD." <u>Organization for Economic Co-operation & Development</u>. 2013. Web. 04 Mar. 2016. <http://www.oecd.org/insights/economic-globalisation.htm>. 11. Moghadam, V.M. "Political Globalization, Definition(s) of." <u>Researchers Network</u>. Web. 04 Mar. 2016. <https://workfamily.sas.upenn.edu/glossary/p/political-globalization-definitions>. | |

| Example candidate response – high, continued | Examiner comments |
|---|-------------------|
| <p>12. Orozalieva, Karina. "Impact of Globalization on Socio-economic and Political Development of the Central Asian Countries." <u>Scholar Commons</u>. 2010. Web. <http://scholarcommons.usf.edu/cgi/viewcontent.cgi?article=2729&context=etd>.</p> <p>13. Rodrik, Dani. "Sense and Nonsense in the Globalization Debate." 5 Sept. 2000. Web. <http://www.columbia.edu/its/sipa/S6800/courseworks/foreign_rodrik.pdf>.</p> <p>14. Spence, Michael. "Globalization and Unemployment: The Downside of Integrating Markets." <u>Foreign Affairs</u>. Aug. 2011. Web. <https://www.foreignaffairs.com/articles/united-states/2011-06-02/globalization-and-unemployment>.</p> <p>15. "Global Unemployment Rate by Region 2011 Survey." <u>Statista</u>. Web. 03 Mar. 2016. <http://www.statista.com/statistics/223276/global-unemployment-rate-by-region/>.</p> <p>16. "The Social Dimension of Globalizations." <u>The Social Dimension of Globalizations</u>. Web. 04 Mar. 2016. <http://ilo.org/public/english/wcsdg/globali/index.htm>.</p> <p>17. "Macroeconomics/Employment and Unemployment." <u>Wikibooks. Open Books for an Open World</u>. 2015. Web. 04 Mar. 2016. <https://en.wikibooks.org/wiki/Macroeconomics/Employment_and_Unemployment>.</p> <p>18. "Unemployment, Total (% of Total Labor Force)." <u>World Bank</u>. Web. 03 Mar. 2016. <http://data.worldbank.org/indicator/SL.UEM.TOTL.ZS>.</p> <p>19. "Members and Observers." <u>World Trade Organization</u>. Web. 17 Mar. 2016. <https://www.wto.org/english/thewto_e/whatis_e/tif_e/org6_e.htm>.</p> | |

| Example candidate response – high, continued | | Examiner comments | | | | | | | | | | | | |
|--|---|-------------------|--------------|------------|--|------------|--|------------|--|------------|--|------------|--|---|
| | <table border="1"> <thead> <tr> <th>Date</th> <th>Research Log</th> </tr> </thead> <tbody> <tr> <td>03/12/2015</td> <td> <p>Globalization; Unemployment http://www.thenewfederalist.eu/unemployment-in-the-globalization-age Unemployment in different sector http://www.bls.gov/news.release/pdf/empsit.pdf Unemployment Types http://www.economicsonline.co.uk/Managing the economy/Unemployment types and causes.html Structural and Regional Unemployment https://scholar.google.com/scholar?q=structural+and+regional+unemployment&hl=en&as_sdt=0&as_vis=1&oi=scholar&sa=X&ved=0ahUKEwjvgerswMfJAhVWCI4KHQ4aCeUQgQMIGDAA</p> </td> </tr> <tr> <td>23/12/2015</td> <td> <p>Questions:</p> <ol style="list-style-type: none"> 1. Structure of the main body (Will the issue of perspectives cause confusion?) 2. Introduction- theories (Is it compulsory to have a set of theories at the introduction?) 3. Research design (What exactly about it is needed in the intro? Details or briefly?)* </td> </tr> <tr> <td>29/12/2015</td> <td> <p>Labour immobility http://www.economicsonline.co.uk/Market failures/Labour market failures.html Job creation http://papers.ssrn.com/sol3/papers.cfm?abstract_id=990993 Offshoring and Inequality http://www.jstor.org/stable/25592375?seq=1#page scan tab contents Job polarization http://www.voxeu.org/article/job-polarisation-and-decline-middle-class-workers-wages Middle-skill Jobs Lost https://hbr.org/2012/12/who-can-fix-the-middle-skills-gap Wage gap and stagnation http://www.epi.org/publication/causes-of-wage-stagnation/ Political Influences on globalization to unemployment http://m.gsp.sagepub.com/content/2/1/69.short Globalization, Unemployment, Welfare states http://www.ncbi.nlm.nih.gov/pubmed/9842492/</p> </td> </tr> <tr> <td>06/01/2016</td> <td>Decided to structure the main body with the global themes instead of different viewpoints. (Limitations: Harder to reach conclusion using this approach. Benefits: Clearer Structure can be presented)</td> </tr> <tr> <td>08/01/2016</td> <td> <p>Derived theories to be used in CRR. Reading materials: [1] http://www.momagri.org/UK/editorials/Globalization-unemployment-and-the-imperatives-of-humanism_51.html, [2]</p> </td> </tr> </tbody> </table> | Date | Research Log | 03/12/2015 | <p>Globalization; Unemployment http://www.thenewfederalist.eu/unemployment-in-the-globalization-age Unemployment in different sector http://www.bls.gov/news.release/pdf/empsit.pdf Unemployment Types http://www.economicsonline.co.uk/Managing the economy/Unemployment types and causes.html Structural and Regional Unemployment https://scholar.google.com/scholar?q=structural+and+regional+unemployment&hl=en&as_sdt=0&as_vis=1&oi=scholar&sa=X&ved=0ahUKEwjvgerswMfJAhVWCI4KHQ4aCeUQgQMIGDAA</p> | 23/12/2015 | <p>Questions:</p> <ol style="list-style-type: none"> 1. Structure of the main body (Will the issue of perspectives cause confusion?) 2. Introduction- theories (Is it compulsory to have a set of theories at the introduction?) 3. Research design (What exactly about it is needed in the intro? Details or briefly?)* | 29/12/2015 | <p>Labour immobility http://www.economicsonline.co.uk/Market failures/Labour market failures.html Job creation http://papers.ssrn.com/sol3/papers.cfm?abstract_id=990993 Offshoring and Inequality http://www.jstor.org/stable/25592375?seq=1#page scan tab contents Job polarization http://www.voxeu.org/article/job-polarisation-and-decline-middle-class-workers-wages Middle-skill Jobs Lost https://hbr.org/2012/12/who-can-fix-the-middle-skills-gap Wage gap and stagnation http://www.epi.org/publication/causes-of-wage-stagnation/ Political Influences on globalization to unemployment http://m.gsp.sagepub.com/content/2/1/69.short Globalization, Unemployment, Welfare states http://www.ncbi.nlm.nih.gov/pubmed/9842492/</p> | 06/01/2016 | Decided to structure the main body with the global themes instead of different viewpoints. (Limitations: Harder to reach conclusion using this approach. Benefits: Clearer Structure can be presented) | 08/01/2016 | <p>Derived theories to be used in CRR. Reading materials: [1] http://www.momagri.org/UK/editorials/Globalization-unemployment-and-the-imperatives-of-humanism_51.html, [2]</p> | <p>33 This is a simple format for the research log. There is evidence of how the candidate's research, thoughts and reflections have progressed but this is not consistent, as there were mere descriptions of sources, URLs, pages, etc. Nevertheless, the log is maintained throughout the research period. There are links in the essay to the log which provided support to how the research process went.</p> |
| Date | Research Log | | | | | | | | | | | | | |
| 03/12/2015 | <p>Globalization; Unemployment http://www.thenewfederalist.eu/unemployment-in-the-globalization-age Unemployment in different sector http://www.bls.gov/news.release/pdf/empsit.pdf Unemployment Types http://www.economicsonline.co.uk/Managing the economy/Unemployment types and causes.html Structural and Regional Unemployment https://scholar.google.com/scholar?q=structural+and+regional+unemployment&hl=en&as_sdt=0&as_vis=1&oi=scholar&sa=X&ved=0ahUKEwjvgerswMfJAhVWCI4KHQ4aCeUQgQMIGDAA</p> | | | | | | | | | | | | | |
| 23/12/2015 | <p>Questions:</p> <ol style="list-style-type: none"> 1. Structure of the main body (Will the issue of perspectives cause confusion?) 2. Introduction- theories (Is it compulsory to have a set of theories at the introduction?) 3. Research design (What exactly about it is needed in the intro? Details or briefly?)* | | | | | | | | | | | | | |
| 29/12/2015 | <p>Labour immobility http://www.economicsonline.co.uk/Market failures/Labour market failures.html Job creation http://papers.ssrn.com/sol3/papers.cfm?abstract_id=990993 Offshoring and Inequality http://www.jstor.org/stable/25592375?seq=1#page scan tab contents Job polarization http://www.voxeu.org/article/job-polarisation-and-decline-middle-class-workers-wages Middle-skill Jobs Lost https://hbr.org/2012/12/who-can-fix-the-middle-skills-gap Wage gap and stagnation http://www.epi.org/publication/causes-of-wage-stagnation/ Political Influences on globalization to unemployment http://m.gsp.sagepub.com/content/2/1/69.short Globalization, Unemployment, Welfare states http://www.ncbi.nlm.nih.gov/pubmed/9842492/</p> | | | | | | | | | | | | | |
| 06/01/2016 | Decided to structure the main body with the global themes instead of different viewpoints. (Limitations: Harder to reach conclusion using this approach. Benefits: Clearer Structure can be presented) | | | | | | | | | | | | | |
| 08/01/2016 | <p>Derived theories to be used in CRR. Reading materials: [1] http://www.momagri.org/UK/editorials/Globalization-unemployment-and-the-imperatives-of-humanism_51.html, [2]</p> | | | | | | | | | | | | | |

| Example candidate response – high, continued | Examiner comments |
|--|-------------------|
| <p>http://www.nottingham.ac.uk/gep/documents/conferences/2003/june-conf-2003/eckel-2003.pdf Evaluated the usefulness and limitations on them.</p> | |
| <p>11/01/16 – 12/01/16</p> <p>Developed a fishbone diagram for the main body of final report. Related Sources: http://www.ukessays.co.uk/essays/education/factors-affecting-globalization.php https://www.foreignaffairs.org/articles/united-states/2011-06-02/globalization-and-unemployment</p> | |
| <p>15/01/2016</p> <p>First Progressive Submission: 1) It does not meet my expectation of outcome. 2) Problems with the choice of words, structure & perspectives, and the brief overview of the introduction. 3) Interested with the theories chosen but no sources (derived from implications of authors).</p> | |
| <p>20/01/2016</p> <p>Research consultation: 1) Review my aim and my detailed plans for my work for introduction. 2) Can be understood without the use of fishbone diagram - decided to not use. 3) Theories - have to consider the significance on the report. 4) Tendency to be descriptive. Plan: to start working on main body first (keep in mind to not be descriptive and try to achieve my aim + prove/disprove theories critically)</p> | |
| <p>21/01/2016</p> <p><i>Actual resources to be included (EP):</i> STATISTICS (1) http://www.investopedia.com/articles/investing/011916/economists-say-7m-jobs-lost-computers-2020.asp?utm_source=news-to-use&utm_medium=email&utm_campaign=NTU-1/21/16&utm_term=news-to-use (2) http://unctad.org/en/PublicationsLibrary/webgdsdsi2012d2_en.pdf (3) http://www.statista.com/statistics/268168/globalization-index-by-country/ (4) http://data.worldbank.org/indicator/SL.UEM.TOTL.ZS (5) http://www.ilo.org/global/about-the-ilo/multimedia/maps-and-charts/WCMS_233936/lang-en/index.htm (6) https://www.gfmag.com/global-data/economic-data/worlds-unemployment-ratescom?page=2 WORDS (1) https://www.foreignaffairs.org/articles/united-states/2011-06-02/globalization-and-unemployment (2) http://www.ncbi.nlm.nih.gov/pmc/articles/PMC3982958/ (3) http://facta.juris.ni.ac.rs/eao/eao200803/eao200803-09.pdf (4) http://scholarcommons.usf.edu/cgi/viewcontent.cgi?article=2729&context=etd (contain economic, political, social)</p> | |

| Example candidate response – high, continued | Examiner comments |
|--|-------------------|
| <p>23/01/2016 <i>Actual resources to be included (SP):</i> STATISTICS (1) http://www.ilo.org/global/research/global-reports/weso/2016/lang-en/index.htm (2) http://www.ilo.org/public/english/wcsdg/globali/facts.pdf WORDS (1) http://www.jstor.org/stable/10.1086/324053?seq=5#page_scan_tab_contents (need access) (2) http://www.nber.org/papers/w12347 (3) http://ftp.iza.org/dp1925.pdf (4) http://www.ilo.org/public/english/wcsdg/globali/synthesis.pdf (5) http://scholarcommons.usf.edu/cgi/viewcontent.cgi?article=2729&context=etd (contain economic, political, social)</p> | |
| <p>25/01/2016 <i>Actual resources to be included (PP):</i> WORDS (1) http://onlinelibrary.wiley.com/doi/10.1111/1521-9488.00225/abstract (2) http://asr.sagepub.com/content/77/1/69.short (3) http://www.nber.org/papers/w9161 (4) http://scholarcommons.usf.edu/cgi/viewcontent.cgi?article=2729&context=etd (contain economic, political, social)</p> | |
| <p>26/01/2016 Economic Perspective has more numerical evidences. (Reflect on my research skills and relevance of data found; justification needed)</p> | |
| <p>28/01/2016 Found a good source which is very relevant to my research questions and theories, but it is a book that has to be bought online, trying to gain access to it somewhere else (bookshops, library etc.) [http://www.oecd.org/insights/economic-globalisation.htm]</p> | |
| <p>29/01/2016 Problem of synthesizing evidences and evaluation: time needed, word limit etc. (More time to be contributed to CRR, with summary of arguments and notes of brief evaluation after reading)</p> | |
| <p>31/01/2016</p> <ol style="list-style-type: none"> 1. Finished the evaluation for theoretical part of Economics perspective, but statistical evidences (data, graphs and tables) are needed to be synthesize with it. 2. Sources have been changed: Added some non-scholar articles as all scholar articles supported the same conclusion-> need some views from another angle; decided to not use the one by Parisa Samimi because the empirical evidences are too numerical and is very hard to comprehend. <p>New Sources: [1] http://www.momagri.org/UK/editorials/Globalization-unemployment-and-the-imperatives-of-humanism_51.html [2] http://www.thenewfederalist.eu/unemployment-in-the-globalization-age</p> | |

| Example candidate response – high, continued | Examiner comments | | |
|---|--|--|--|
| <table border="1"> <tr> <td data-bbox="165 309 316 450">01/02/2016</td> <td data-bbox="325 309 1082 450">I have problem to access a few sources, which seemed to be useful by reading the abstract. Maybe I will try through Taylor's database or find other ways later.</td> </tr> </table> | 01/02/2016 | I have problem to access a few sources, which seemed to be useful by reading the abstract. Maybe I will try through Taylor's database or find other ways later. | |
| 01/02/2016 | I have problem to access a few sources, which seemed to be useful by reading the abstract. Maybe I will try through Taylor's database or find other ways later. | | |
| <table border="1"> <tr> <td data-bbox="165 456 316 600">03/02/2016</td> <td data-bbox="325 456 1082 600">To avoid being descriptive is it correct to include most key technical terms in the footnote? Ans: 1. Test with friends + read the reader's mind 2. If word count exceeded → may be too descriptive</td> </tr> </table> | 03/02/2016 | To avoid being descriptive is it correct to include most key technical terms in the footnote? Ans: 1. Test with friends + read the reader's mind 2. If word count exceeded → may be too descriptive | |
| 03/02/2016 | To avoid being descriptive is it correct to include most key technical terms in the footnote? Ans: 1. Test with friends + read the reader's mind 2. If word count exceeded → may be too descriptive | | |
| <table border="1"> <tr> <td data-bbox="165 607 316 689">05/02/2016</td> <td data-bbox="325 607 1082 689">To synthesize arguments from different author: write down evaluation per article first then only rearrange.</td> </tr> </table> | 05/02/2016 | To synthesize arguments from different author: write down evaluation per article first then only rearrange. | |
| 05/02/2016 | To synthesize arguments from different author: write down evaluation per article first then only rearrange. | | |
| <table border="1"> <tr> <td data-bbox="165 696 316 1137">15/02/2016</td> <td data-bbox="325 696 1082 1137"> <p>After my analysis and evaluation of different arguments, I have gotten a deeper understanding on this topic, and I think there is a need to revise my research question. I have decided to change the word "rate" in "To what extent does globalization contribute to a higher unemployment rate?" to "level": "To what extent does globalization contribute to a higher unemployment level?" will be my new research question.</p> <p>This is because throughout my readings, I think that the word "rate" is too specific and will cause the problem for the need of very numerical evidences and result in a too narrow research result in terms of statistics. Therefore, by changing it into "level" it helps me to broaden my scope thus I can examine on different types of evidences such as theories from different school of thoughts and also reasoning from different credible authors.</p> </td> </tr> </table> | 15/02/2016 | <p>After my analysis and evaluation of different arguments, I have gotten a deeper understanding on this topic, and I think there is a need to revise my research question. I have decided to change the word "rate" in "To what extent does globalization contribute to a higher unemployment rate?" to "level": "To what extent does globalization contribute to a higher unemployment level?" will be my new research question.</p> <p>This is because throughout my readings, I think that the word "rate" is too specific and will cause the problem for the need of very numerical evidences and result in a too narrow research result in terms of statistics. Therefore, by changing it into "level" it helps me to broaden my scope thus I can examine on different types of evidences such as theories from different school of thoughts and also reasoning from different credible authors.</p> | |
| 15/02/2016 | <p>After my analysis and evaluation of different arguments, I have gotten a deeper understanding on this topic, and I think there is a need to revise my research question. I have decided to change the word "rate" in "To what extent does globalization contribute to a higher unemployment rate?" to "level": "To what extent does globalization contribute to a higher unemployment level?" will be my new research question.</p> <p>This is because throughout my readings, I think that the word "rate" is too specific and will cause the problem for the need of very numerical evidences and result in a too narrow research result in terms of statistics. Therefore, by changing it into "level" it helps me to broaden my scope thus I can examine on different types of evidences such as theories from different school of thoughts and also reasoning from different credible authors.</p> | | |
| <table border="1"> <tr> <td data-bbox="165 1144 316 1234">17/02/2016</td> <td data-bbox="325 1144 1082 1234">As we can include the contemporary issues happening in a certain period, can I evaluate the arguments with the economic theories learnt?</td> </tr> </table> | 17/02/2016 | As we can include the contemporary issues happening in a certain period, can I evaluate the arguments with the economic theories learnt? | |
| 17/02/2016 | As we can include the contemporary issues happening in a certain period, can I evaluate the arguments with the economic theories learnt? | | |
| <table border="1"> <tr> <td data-bbox="165 1240 316 1473">25/02/2016</td> <td data-bbox="325 1240 1082 1473"> <p>While writing the report with the research question, I am still restricted by the word level, thus I have decided to directly eliminate it so that I can just focus on the problem of unemployment.</p> <p>New source for pp: http://www.columbia.edu/itc/sipa/S6800/courseworks/foreign_rodrick.pdf</p> </td> </tr> </table> | 25/02/2016 | <p>While writing the report with the research question, I am still restricted by the word level, thus I have decided to directly eliminate it so that I can just focus on the problem of unemployment.</p> <p>New source for pp: http://www.columbia.edu/itc/sipa/S6800/courseworks/foreign_rodrick.pdf</p> | |
| 25/02/2016 | <p>While writing the report with the research question, I am still restricted by the word level, thus I have decided to directly eliminate it so that I can just focus on the problem of unemployment.</p> <p>New source for pp: http://www.columbia.edu/itc/sipa/S6800/courseworks/foreign_rodrick.pdf</p> | | |
| <table border="1"> <tr> <td data-bbox="165 1480 316 1762">15/03/2016</td> <td data-bbox="325 1480 1082 1762"> <p>Based on assessment objective:</p> <ol style="list-style-type: none"> 1. Cross-referenced research log in the CRR. 2. Attempted to be innovative by deriving own unique findings (synthesizing WTO members with World Bank Data). 3. Reflected upon the change of personal viewpoints on this topic, scope, nature and limitations of research. 4. Tried to improve clarity of communication- adding definitions in footnotes </td> </tr> </table> | 15/03/2016 | <p>Based on assessment objective:</p> <ol style="list-style-type: none"> 1. Cross-referenced research log in the CRR. 2. Attempted to be innovative by deriving own unique findings (synthesizing WTO members with World Bank Data). 3. Reflected upon the change of personal viewpoints on this topic, scope, nature and limitations of research. 4. Tried to improve clarity of communication- adding definitions in footnotes | |
| 15/03/2016 | <p>Based on assessment objective:</p> <ol style="list-style-type: none"> 1. Cross-referenced research log in the CRR. 2. Attempted to be innovative by deriving own unique findings (synthesizing WTO members with World Bank Data). 3. Reflected upon the change of personal viewpoints on this topic, scope, nature and limitations of research. 4. Tried to improve clarity of communication- adding definitions in footnotes | | |

| Example candidate response – high, Research Report Monitoring Form | Examiner comments | | | | | | | | | | | | | | | | |
|--|--|--------------------------|---|--------------------------|--|--------------------------|---|-------------------------------------|--|--------------------------|--|--------------------------|---|--------------------------|--|-------------------------------------|--|
| <p>Please tick the level which is the best fit in the three elements shown below. This should be the basis for an overall level and mark for the AO as a whole.</p> <p>1 Devise and develop an appropriate research question. Please indicate the level of support in identifying the research question with a brief justification.</p> <table border="1"> <tr> <td>Level 1 – The research question was inappropriate and there was no serious attempt to develop it or to respond to feedback from the teacher.</td> <td><input type="checkbox"/></td> </tr> <tr> <td>Level 2 – With teacher guidance there was some ability shown by the candidate to develop the question (which may have been initially inappropriate) and respond to feedback. There was little independence shown.</td> <td><input type="checkbox"/></td> </tr> <tr> <td>Level 3 – The candidate developed an appropriate question with some independence and reflected on/responded to feedback.</td> <td><input type="checkbox"/></td> </tr> <tr> <td>Level 4 – The question was developed throughout through constructive dialogue with the teacher. There was a full response to feedback. The candidate showed independence in framing and developing a suitable question.</td> <td><input checked="" type="checkbox"/></td> </tr> </table> <p>Justification</p> <p>The question was suitable and appropriate for the candidate's level. As the question opened room for her to investigate different perspectives, she met with challenging economic and political concepts. The candidate responded positively to feedback from comments. There's evidence that she developed the question independently as her question initially used the word "rate" instead of "level". The question was developed through the candidate's own reflections.</p> <p>2 Design and manage own research project using appropriate research methods and methodology. Please indicate the level which has been sustained, with a brief justification.</p> <table border="1"> <tr> <td>Level 1 – The candidate was unable to show appropriate understanding of research methods. There was heavy reliance on the teacher and research was poorly managed.</td> <td><input type="checkbox"/></td> </tr> <tr> <td>Level 2 – The candidate was significantly dependent on the teacher to offer clear guidance but there was some self-motivated and independent research. There was some understanding of appropriate research methods but not all research was well-focused.</td> <td><input type="checkbox"/></td> </tr> <tr> <td>Level 3 – The candidate required some guidance but showed ability to work independently and understood the appropriate methods of research. Methodology was considered and there was no over-reliance on the teacher.</td> <td><input type="checkbox"/></td> </tr> <tr> <td>Level 4 – There was a strong understanding of what research methods were appropriate. The work was done largely independently and there was not reliance on the teacher. Methodology was thoughtfully considered and an innovative approach to research was shown. Research was independently managed.</td> <td><input checked="" type="checkbox"/></td> </tr> </table> <p>Justification:</p> <p>The candidate relied only on desk research as her method to answer her question on globalisation and unemployment. Her research log, while descriptive in some parts, showed evidence of reflection on the research process. She remarked in the log about issues of access to resources, sourcing for alternative perspectives (more balanced views) and the level of difficulty of reading certain resources. Overall, the research was managed independently, and research issues/problems were discussed, reflected upon and there were decisions made regarding the actions to be taken post-reflection.</p> | Level 1 – The research question was inappropriate and there was no serious attempt to develop it or to respond to feedback from the teacher. | <input type="checkbox"/> | Level 2 – With teacher guidance there was some ability shown by the candidate to develop the question (which may have been initially inappropriate) and respond to feedback. There was little independence shown. | <input type="checkbox"/> | Level 3 – The candidate developed an appropriate question with some independence and reflected on/responded to feedback. | <input type="checkbox"/> | Level 4 – The question was developed throughout through constructive dialogue with the teacher. There was a full response to feedback. The candidate showed independence in framing and developing a suitable question. | <input checked="" type="checkbox"/> | Level 1 – The candidate was unable to show appropriate understanding of research methods. There was heavy reliance on the teacher and research was poorly managed. | <input type="checkbox"/> | Level 2 – The candidate was significantly dependent on the teacher to offer clear guidance but there was some self-motivated and independent research. There was some understanding of appropriate research methods but not all research was well-focused. | <input type="checkbox"/> | Level 3 – The candidate required some guidance but showed ability to work independently and understood the appropriate methods of research. Methodology was considered and there was no over-reliance on the teacher. | <input type="checkbox"/> | Level 4 – There was a strong understanding of what research methods were appropriate. The work was done largely independently and there was not reliance on the teacher. Methodology was thoughtfully considered and an innovative approach to research was shown. Research was independently managed. | <input checked="" type="checkbox"/> | |
| Level 1 – The research question was inappropriate and there was no serious attempt to develop it or to respond to feedback from the teacher. | <input type="checkbox"/> | | | | | | | | | | | | | | | | |
| Level 2 – With teacher guidance there was some ability shown by the candidate to develop the question (which may have been initially inappropriate) and respond to feedback. There was little independence shown. | <input type="checkbox"/> | | | | | | | | | | | | | | | | |
| Level 3 – The candidate developed an appropriate question with some independence and reflected on/responded to feedback. | <input type="checkbox"/> | | | | | | | | | | | | | | | | |
| Level 4 – The question was developed throughout through constructive dialogue with the teacher. There was a full response to feedback. The candidate showed independence in framing and developing a suitable question. | <input checked="" type="checkbox"/> | | | | | | | | | | | | | | | | |
| Level 1 – The candidate was unable to show appropriate understanding of research methods. There was heavy reliance on the teacher and research was poorly managed. | <input type="checkbox"/> | | | | | | | | | | | | | | | | |
| Level 2 – The candidate was significantly dependent on the teacher to offer clear guidance but there was some self-motivated and independent research. There was some understanding of appropriate research methods but not all research was well-focused. | <input type="checkbox"/> | | | | | | | | | | | | | | | | |
| Level 3 – The candidate required some guidance but showed ability to work independently and understood the appropriate methods of research. Methodology was considered and there was no over-reliance on the teacher. | <input type="checkbox"/> | | | | | | | | | | | | | | | | |
| Level 4 – There was a strong understanding of what research methods were appropriate. The work was done largely independently and there was not reliance on the teacher. Methodology was thoughtfully considered and an innovative approach to research was shown. Research was independently managed. | <input checked="" type="checkbox"/> | | | | | | | | | | | | | | | | |

| Example candidate response – high, Research Report Monitoring Form | Examiner comments |
|--|-------------------|
| <p>3 Maintain and use a research log in support of the research process. Please decide how effectively the log has been maintained and used and award a level with a brief justification.</p> <p>No marks – There is no research log submitted.</p> <p>Level 1 – The research log will be limited and ineffective. The log will be typically short; few dates will be shown. There will be little indication of how the candidate progressed, of processes, of evidence and of response to feedback. The contents cannot be easily linked to the final report.</p> <p>Level 2 – The research log will show some evidence of how research has developed and link it to the final report. There will be some indication of how the candidate's thinking has developed and there is some reflection on the research process. However, there may be omissions or limited content in some sections or merely brief descriptions of material to be read or indications of sources, for example page numbers or URLs. There will be intermittent reference to dates and the log may not have been maintained throughout the research period. It is only partially effective.</p> <p>Level 3 – The research log will be maintained throughout the research period with regular entries. The log will show, to some extent, how the candidate's research and thinking have developed. There may be some unevenness, some gaps and some descriptive material, but there is a sense of the log raising some research issues, reflecting on progress and showing how feedback has been dealt with. The key element is some development is apparent in the log and there are some clear links with the work which show that the log has been used effectively.</p> <p>Level 4 – The research log has been maintained throughout the research period. It shows sustained reflection on the research progress. It has been highly effective in helping the candidate to take the work forward and may show consideration of feedback and also of issues, which have arisen, and the solutions adopted.</p> <p>Justification:</p> <p>An arguably simple format for the research log was used by the candidate. There were evidences of how the candidate's research, thoughts and reflections might have progressed but this was not consistent, as there were mere descriptions of sources, URLs, pages, etc. Nevertheless, the log was maintained throughout the research period as it was not a short research log, in fact, it was quite elaborate. There were links in the final work and the log and which provided some support to how the research process went.</p> <p>Overall level and marks out of 20 and brief justification:</p> <p>NB The total mark for AO1 Research must be consistent with the levels awarded. Thus, if there have been two decisions to award Level 2 and one of Level 3, then the overall mark should not be higher than a low Level 3 (11 marks) and will probably be between 9 or 10 marks.</p> <p>Level <input type="text" value="4"/> Marks <input type="text" value="16"/></p> <p>N.B. IF THERE IS NO RESEARCH LOG OF ANY SORT SUBMITTED, THEN LEVEL 1 IS THE HIGHEST LEVEL THAT SHOULD BE AWARDED FOR A1</p> <p>Brief justification:</p> <p>The candidate developed the research question independently through constructive dialogue, work was independently managed without over-reliance on teacher support. A research log was used and maintained throughout the research process.</p> | |

| Example candidate response – high, Oral Explanation Form | Examiner comments | | | | | | | | | | | | |
|---|--|--------------------|--|-------------------------------------|---|--------------------------|--|--------------------------|--|--------------------------|---|--------------------------|--|
| <p>This is to confirm a meeting between teacher and candidate after the completion of the Cambridge Research Project and the research log.</p> <p>Please indicate which of the following statements is correct and provide brief comments.</p> <table border="1" data-bbox="161 389 1029 647"> <thead> <tr> <th data-bbox="161 389 869 439">The candidate's explanation and justification of the report findings, the choice and use of research methods and methodology</th> <th data-bbox="869 389 1029 439">AO 3 Communication</th> </tr> </thead> <tbody> <tr> <td data-bbox="161 439 869 477">Explanation and justification were very clear and convincing</td> <td data-bbox="869 439 1029 477"><input checked="" type="checkbox"/></td> </tr> <tr> <td data-bbox="161 477 869 515">Explanation and justification were clear and convincing</td> <td data-bbox="869 477 1029 515"><input type="checkbox"/></td> </tr> <tr> <td data-bbox="161 515 869 553">There was some explanation and justification</td> <td data-bbox="869 515 1029 553"><input type="checkbox"/></td> </tr> <tr> <td data-bbox="161 553 869 591">Explanation and justification were limited</td> <td data-bbox="869 553 1029 591"><input type="checkbox"/></td> </tr> <tr> <td data-bbox="161 591 869 647">There was no explanation or justification</td> <td data-bbox="869 591 1029 647"><input type="checkbox"/></td> </tr> </tbody> </table> <p>Comments</p> <p>The candidate clearly and convincingly explained why a speech was chosen as a source of evidence for her final report, as the speech was delivered at a UNESCO event. The candidate assessed the source and found it to be credible. The candidate also explained an issue she faced while researching for the political perspective - texts that were too thick to finish given her time limit to finish writing her essay.</p> <p>The candidate also offered very clear and convincing justifications to the conclusions reached in her report, specifically why she thought unemployment was a side effect of globalisation, why the Great Recession will have a bigger impact on unemployment as opposed to globalisation, how long-term solution to reverse the effects of globalisation could be training in skills and education.</p> <p>Her research log supported her explanation of her choice of research method - mainly desk research.</p> | The candidate's explanation and justification of the report findings, the choice and use of research methods and methodology | AO 3 Communication | Explanation and justification were very clear and convincing | <input checked="" type="checkbox"/> | Explanation and justification were clear and convincing | <input type="checkbox"/> | There was some explanation and justification | <input type="checkbox"/> | Explanation and justification were limited | <input type="checkbox"/> | There was no explanation or justification | <input type="checkbox"/> | |
| The candidate's explanation and justification of the report findings, the choice and use of research methods and methodology | AO 3 Communication | | | | | | | | | | | | |
| Explanation and justification were very clear and convincing | <input checked="" type="checkbox"/> | | | | | | | | | | | | |
| Explanation and justification were clear and convincing | <input type="checkbox"/> | | | | | | | | | | | | |
| There was some explanation and justification | <input type="checkbox"/> | | | | | | | | | | | | |
| Explanation and justification were limited | <input type="checkbox"/> | | | | | | | | | | | | |
| There was no explanation or justification | <input type="checkbox"/> | | | | | | | | | | | | |

How the candidate could have improved the answer

AO1 Analysis - The research materials are generally relevant to the question and form quite a wide range. There are different perspectives which are carefully considered. There is some depth in the analysis. There is some unevenness and some limited evidence but generally this is Level 4.

AO1 Evaluation – A critical approach has been taken to provide evidence and arguments. It is impressive that there is some consideration of assumptions behind the sources. This is a sound Level 4.

AO2 Reflection – The reflection refers to the starting point of the candidate's research and to precise evidence and issues about the actual topic. There is some sophisticated comment that has been offered on the evidence. This is a sound Level 4.

AO3 Communication – The centre has explained clearly why level 4 has been awarded for the oral interview. In the final report, technical terms are used correctly and the written communication is strong. Overall this is Level 4.

This was a very sophisticated analysis and the evaluation in the first section sets the bar high. It is not quite as convincing or developed in other parts. The second 'perspective' (the social aspect) seems less convincingly tied to the question and it may be that the candidate was anxious to look at the issue from different angles instead of focusing on the economic aspects, which would have been justified. It might have been better to simplify the structure, and to keep all the analysis linked to the question. This is Level 3.

| Example candidate response – middle | Examiner comments |
|--|--|
| <p>Whose theory of the mind, Jung's or Freud's, would produce a more successful result in curing or treating mental disorders?</p> <p>Whose theory of the mind, Jung's or Freud's, would produce a more successful result in curing or treating mental disorders? 1</p> <p>The mind- an unfathomable wonder, an uncrack-able enigma and a chasm of hidden truths. It is both a gift and a curse. The mind encompasses every thought we've ever had, every action we've ever took and every choice we've ever made.</p> <p>A great many people have found interest in the process and the activities behind the engine that makes people who they are. And that interest and intrigue has led human-kind into developing a science that studies the mind and its behavior- Psychology.</p> <p>Psychology, according to the Oxford Dictionary (4) is "The scientific study of the human mind and its functions, especially those affecting behaviour in a given context." Originating from philosophy, it was officially established as a scientific enterprise in the late 19th century. Wilhelm Wundt- considered the father of psychology, believed that it was its own science apart from biology and philosophy (5). What began as one German scientist founding the first psychological research laboratory in Leipzig, Germany, is now one of the most popular university courses in most countries (6). 2</p> <p>It is hard to grasp the immensity of what this science has become, considering its humble beginnings. Psychological research has developed so much over 3 short centuries that its fields expand from day to day. The different fields consist of dozens of areas such as Clinical Neuropsychology, Forensic Psychology, Health Psychology, Counselling Psychology and many more. 3</p> <p>What this essay will concentrate on is Carl Jung and Sigmund Freud's varying theories and their perception of the mind. We will analyze whose theory is more successful in the treatment of mental disorders. 4</p> <p>To this day, Sigmund Freud and Carl Jung remains two of the most influential figures in Psychology. Due to his respect for Freud's work, Jung sent Freud his own research studies.</p> | <p>1 The title is suitable and asks for a judgement, not a description or an explanation. The subject matter is appropriately challenging.</p> <p>2 The introduction is general and the answer could have begun in a more focused and purposeful way – about the possible debate whether Jung or Freud has the greater practical application and the way the question was going to be addressed.</p> <p>3 This is potentially useful as it breaks down different areas which might be helped by the different theories.</p> <p>4 This just repeats the question. Generally, this is rather a slow start to the report.</p> |

| Example candidate response – middle, continued | Examiner comments |
|--|---|
| <p>Whose theory of the mind, Jung's or Freud's, would produce a more successful result in curing or treating mental disorders?</p> <p>This led the two of them meeting for the first time which spanned for more than 13 hours. An intense and strong relationship stemmed between the two; Freud even writing in a letter to Jung "I formally adopt you as eldest son and anoint you... as my successor and crown prince". Their companionship yielded many important discoveries. But their friendship was short lived. Due to their numerous opposing views, the two turned into tensioned rivals. They conflicted on many subject but one of the biggest was their theories of the mind (8). 5</p> <p>We live in a world where mental health is often overlooked and mental disorders are often undiagnosed. Being mentally healthy is one of the most vital part of leading a happy and efficient life. But the problem we face is either that people do not have access to the mental care they need or that people are not diagnosed correctly. And with two of the biggest contributors to the science of psychology having differing views on the most fundamental thing (the mind), it is quite problematic to determine the correct treatment of a patient. Even though Sigmund Freud's theory is more widely recognized and used, I wanted to see and analyze why Carl Jung criticizes Freud's ideas and believe that Freud's theory is not fully developed. Although Carl Jung is often disputed, I wanted to see whether or not his theory could actually work and maybe even be more successful than his former mentor's. 6</p> <p><u>Sigmund Freud</u></p> <p>Sigismund Schlomo Freud known as Sigmund Freud was born on May 6th, 1856 in Freiberg, Moravia to Jakob and Amalia Freud, the first of 8 children. At 4 years old, Freud and his family moved to Vienna, where he would spend most of his life. In 1873, Freud enrolled at the University of Vienna to study medicine; after graduating he took up a doctor's position at the Vienne General Hospital. After gaining interest and knowledge in psychology, Freud established his own private practice in the treatment of mental disorders which led him to pioneer many groundbreaking theories and discoveries (13). 7</p> | <p>5 Though interesting in itself, this is not taking the discussion forward.</p> <p>6 This could be a way into the question but so far there has been limited consideration of evidence.</p> <p>7 Though referenced, this is unnecessary description.</p> |

| Example candidate response – middle, continued | Examiner comments |
|--|--|
| <p>Whose theory of the mind, Jung's or Freud's, would produce a more successful result in curing or treating mental disorders?</p> <p>Sigmund Freud is considered the father of psychoanalysis. Psychoanalysis, according to the Oxford Dictionary is "A system of psychological theory and therapy which aims to treat mental disorders by investigating the interaction of conscious and unconscious elements in the mind and bringing repressed fears and conflicts into the conscious mind by techniques such as dream interpretation and free association" (15). According to Saul Mcleod, the Psychology Tutor at The University of Manchester Wigan, United Kingdom Research, "Psychoanalysis is often known as the talking cure. Typically, Freud would encourage his patients to talk freely (on his famous couch) regarding their symptoms, and to describe exactly what was on their mind" (18).</p> <p>Freud has made countless contributions to psychology such as the 'Oedipus Complex', 'Dream Analysis' and many more. Even though some may not know who Freud was and what revolutionary breakthroughs he has made, we can still see that he has had a certain kind of influence in our daily lives. One of the most prominent influences in our lives that we can attribute to Freud is our vocabulary. He has introduced or popularized words such as libido, cathartic, anal, denial and neurotic. But one of the most important and the most relevant discovery to this topic is his theory and structure of the mind and the psyche (human behavior). 9</p> <p>He believed that there were three layers to the mind and constructed it on an iceberg (analogy). The first layer/the surface was the 'Conscious mind. The consciousness is the part of the mind that is accessible to us, the part we are aware of. It is our thoughts and the things that currently hold our attention. The 'Sub/Preconscious' is part of the mind that can be retrieved but is not happening right at the moment- memories. The 'Unconscious' the final layer of the mind is part of the iceberg that cannot be seen under the water. We are not aware of this part of the brain and do not have access to it on a day to day basis. It is part of the brain that contains our darkest primitive wishes and impulses (17).</p> | <p>8 The source is merely used to explain Freud's method.</p> <p>9 The report is not getting to the question – has this spread of vocabulary helped treatment.</p> |

| Example candidate response – middle, continued | Examiner comments |
|--|--|
| <p>Whose theory of the mind, Jung's or Freud's, would produce a more successful result in curing or treating mental disorders?</p> <p>Our psyche (personality), Freud believed was more than one structure. He considered that there were three parts that made the whole psyche. The psyche is compartmentalized into three energetic components: Ego, Superego and Id (2). According to the new world encyclopedia:</p> <ol style="list-style-type: none"> 1. The <i>id</i> is the source of psychological energy derived from instinctual needs and drives. It is humanity's most primitive desire to satisfy its biological needs. 2. The <i>ego</i> is the organized conscious mediator between the internal person and the external reality. 3. The <i>superego</i> is the internalization of the conscious mind, extenuated by rules, conflicts, morals, guilt, and so on. It contains the socially-induced conscience and counteracts the id with moral and ethical prohibitions. 10 <p>Carl Jung</p> <p>Carl Gustav Jung was born on July 26th, 1875 in Kesswil, Switzerland to Paul Achilles Jung and Emilie Preiswerk. In 1895, Jung attended the University of Basel to study medicine; after graduating, he enrolled at the University of Zurich and received his M.D. Due to his somewhat difficult childhood: his mother's mental illness and his own solitary environment growing up, leading him to have a deep curiosity towards people's behavior, Jung had already developed an interest in psychology. Owing to his past experiences and his knowledge of medicine he became an assistant physician at Burgholzli Psychiatric clinic under the tutelage of Eugen Bleuler. From then on, he extended his research and discoveries in the science and became one of history's most groundbreaking psychologists (12).</p> <p>Carl Jung is the founder of analytical psychology which according to the Oxford Dictionary is "The psychoanalytical system of psychology developed and practiced by Carl Gustav Jung" (37). It was in some way a response to Freud's psychoanalysis. He believed</p> | <p>10 The basic elements of Freud's thought are described here. The sources are used for information.</p> |

| Example candidate response – middle, continued | Examiner comments |
|--|--|
| <p>Whose theory of the mind, Jung's or Freud's, would produce a more successful result in curing or treating mental disorders?</p> <p>that Freud's representation of the mind was inadequate, leading him to create his own theory (1).</p> <p>Jung was one of the most influential psychologist in history, not only making his mark in his field but also in philosophy, anthropology, archaeology, literature, and religious studies. Researching, discovering and developing new theories and studies, Carl Jung paved the way for future psychologists to follow. Unlike most of his colleagues and others in his field, Jung believed there was more to research than just conducting tests on natural science and beings, in order to gain insight to the human mind. He had conducted experiments and had dedicated his life into looking at different aspects of the human life, such as religion, mythology and dreams. A few of his many contributions to the science are for example, The Archetypes, The Complex and The Collective Unconsciousness. The latter is the theory we will be looking at, in this essay. 11</p> <p>While working at a psychiatric hospital, Jung met a patient with schizophrenia and through analyzing and trying to treat him, Carl Jung came up with a theory-The Collective Unconscious. At first he adhered to Freud's structure of the human mind, but after maintaining a close relationship with a schizophrenic patient, he was compelled to believe that there were more levels to the mind. Jung believed that there was another part of the mind we were not aware of, which existed below the surface of the mind. It is the fourth layer to Freud's iceberg (1). He was confident that there lived a mind structure that was common and shared within us all. In Jung's words "the collective unconscious contents deal with archaic or- I would say- primordial types, that is, with universal images that have existed since the remotest times." He saw evidence of this universal image and believed that it proved his theory. 12</p> <p><u>An Evaluation of the Two Theories.</u></p> <p>At first glance both of the theories presented by Jung and Freud can seem plausible.</p> | <p>11 The answer then offers information about Jung. Though important in itself, it is still essentially background description.</p> <p>12 The answer has established why the approaches are different but has not really addressed the question of their practical application.</p> |

| Example candidate response – middle, continued | Examiner comments |
|--|---|
| <p>Whose theory of the mind, Jung's or Freud's, would produce a more successful result in curing or treating mental disorders?</p> <p>For his time, Freud's idea that there were three layers to the mind was quite a shock to the public. But people accepted his claim. It was well researched and supported and it was understandable and relatable to even people without any in-depth knowledge of psychology. For example, the slip of the tongue which is more widely known and referred to as the Freudian slip. Freudian slip, according to dictionary.com is "an inadvertent mistake in speech or in writing that is thought to reveal a person's unconscious motives, wishes or attitudes" such as when the presenter for the news channel CBS accidentally introduced Prince William as the 'Douche of Cambridge' and then corrected himself to Duke, which may or may not indicate how he really feels about him. The existence of Freud's discovery was so obvious that the famous psychologist Jacques Lacan said "The knowledge that there is a part of the psychic functions that are out of conscious reach, we did not need to wait for Freud to know this!" 13</p> <p>When we think of mythology and the ancient times and how unlikely it was for people from around the world who weren't even aware of each other's existence, it is hard to grasp the idea that these different cultures have overlapping religious beliefs and perception of Gods. It is quite hard to deny the existence of the collective unconsciousness. For example, in 2006 in New York, there was a woman who sketches the face of man she dreamt of, for her psychiatrist. The patient claimed that she had never seen the man before and that she had dreamt of him on more than one occasion. The doctor leaves the drawing on her desk, not thinking much of it, until one of her other patients recognizes the drawing and tells her about it. The psychiatrist, intrigued, decides to send the photo her colleagues and within months she gets a response back saying that they too have patients who have dreamt of the face. There were no similar traits between the people who have dreamt of him and they have all claimed that they have never seen the man before. When searched through historical records and documents, they came up short in finding a person who had similar facial features. Stories</p> | <p>13 There are some general critical comments on Freud but not directly linked to the question.</p> |

| Example candidate response – middle, continued | Examiner comments |
|--|--|
| <p>Whose theory of the mind, Jung's or Freud's, would produce a more successful result in curing or treating mental disorders?</p> <p>like these (even though, many have disputed this) show that there might be truth to Jung's theory. The Indian deity Dyaus Pita and the most famous Olympian Zeus have many similarities in characteristics, representations and abilities that are almost uncanny. There have been incredible inventions such as many mathematical equations from ancient or early times that are impossible to invent and understand in modern day that some even claim it is done by alien beings, which could also be explained by our unrecognized fourth layer that is the Collective Unconsciousness. 14</p> <p>Due to the falsifiability principle it is difficult to prove the theories of the mind and both psychoanalysis and analytical psychology as science.</p> <p>Falsifiability, Karl Popper's basic scientific principle is the belief that in order for something to be truly considered science, the scientific hypothesis or theory must be able to be proven false (23). You cannot disprove the answer to the question 'Does God exist?', therefore it is not science. In accordance to this, one cannot prove that the unconscious or the collective unconscious to be false. It does not have a set criteria or equation like Newton's theory of gravity, so therefore it can, in one way or another, explain a certain event or behavior of a person. Freud's theories are based on observations and the behavior of a certain person, while Jung's ideas are based off of mythology. This makes it hard to not only prove the existence of the collective unconsciousness, but to even observe it, is strenuous. 15</p> <p>Due to the obscure and fantastical nature of the theory, many have criticized or disregarded Jung's Collective Unconsciousness. Ernest Jones (Sigmund Freud's biographer) considered Jung's works to look "more like New Age mystical speculation than a scientific contribution to psychology." Zen Faulkes, Ph.D. and many others mentions that they have never heard of Carl Jung's name in any discussion in neuroscience or cognitive science. According to 'The New World Encyclopedia' "Some have pointed out the concept of the collective unconscious is essentially metaphysics, since it is a hypothesis that is yet to be</p> | <p>14 This goes beyond description and attempts to make a judgement on the credibility of Jung's Collective Unconscious but needs referencing and linking to the question.</p> <p>15 The answer is moving away from description to a critical judgement about the scientific basis of the ideas based on Popper's criterion. However the terms of the question need to be considered more.</p> |

| Example candidate response – middle, continued | Examiner comments |
|---|--|
| <p>Whose theory of the mind, Jung's or Freud's, would produce a more successful result in curing or treating mental disorders?</p> <p>substantiated by data or widely accepted." Treating patients with severe mental disorders with a method that isn't considered science by many, is not only not ideal but does not help Jungian psychologists to compel others to adopt this approach. 16</p> <p>Freud is critiqued on his narrow view of his unconscious. He believes that our actions and unconscious fears and desires are motivated by the sole need for sexual pleasure. This did not sit well with Freud's brightest disciples- Alfred Adler and Carl Jung. Along with many more issues, they believed that the actions of people are not just based on their basic need of pleasure, leading them to founding new psychological studies. The strength of Freud's reputation lessened due to his numerous repudiation of his own theories. The nature of Freud's achievements is still a widely debated topic. In the 'Assault of the Truth' it is claimed that he made an important and empirical discovery, but concealed it for the theory of the unconscious, because the latter was more socially acceptable. 17</p> <p>Psychoanalysis</p> <p>Psychoanalysis is the 'talking therapy'. It is intended to increase the patient's attention and awareness and to connect to their past and come to terms with it. The aim of the method may be stated simply according to the 'Internet Encyclopedia of philosophy' - "in general terms—to re-establish a harmonious relationship between the three elements which constitute the mind by excavating and resolving unconscious repressed conflicts."</p> <p>There are many different techniques used in the therapy but the main four parts are: Free association, Dream analysis, Analysis of transference and Analysis of resistance. Free association is the method where the doctor asks and encourages their patient to speak of whatever comes to mind. To freely communicate any thought, word and event that comes to mind. By doing so, the patient becomes more in tune with their thoughts and emotions. Dream analysis is one of the biggest component in psychoanalysis. Freud believed this to be the road to the unconscious. The patient would share their 'manifest content' which is the</p> | <p>16 The report is now starting to argue and referring to sources which are critical of any real link between Jung and clinical practice. But the sources are not assessed, though they are used.</p> <p>17 Criticism of Freud is now offered but the referencing is not adequate. The shape of the answer is beginning to emerge – first general intro; then an explanation of the theories; then an explanation of general criticism.</p> |

| Example candidate response – middle, continued | Examiner comments |
|---|---|
| <p>Whose theory of the mind, Jung's or Freud's, would produce a more successful result in curing or treating mental disorders?</p> <p>part of the dream that the subject remembers and the doctor analysis the 'latent content' which Freud believes it to be the repressed part of our brain. The Analysis of Transference is the analysis and interpretation of the relationship between the doctor and the patient. It is done, due to the belief that the relationship between the two reflects the patient's past conflicts. The analysis of resistance is the analysis of a patient's refusal to discuss or attempt to remember certain events in their past. 18</p> <p>After the therapist gathers the information they require, they start to hypothesize based on close examination of the evidence they derived, about the patient's past and present. Once the conclusion is drawn the therapist must let the patient reach the same resolution on their own. And if the patient comes to term with the conclusion drawn, they are considered cured.</p> <p><u>Evaluation of Psychoanalysis</u></p> <p>One of the most prominent part of this treatment is that it is based on conversations and talking. It does not require the physical hardship that some therapies would require like electroshock therapy. The patient gets in a comfortable position such as in Freud's famous couch and do most of the talking while the therapist is almost out of view silently observing what is going on in the patient's life and thoughts. This way the patient is in their own comfortable headspace without the possibility of enduring any new trauma that involves physical pain. The problem with this approach is that it takes much longer than therapy that utilizes medication or methods that are not common in our everyday lives such as hypnosis or electroshock. By choosing to take the psychoanalytical approach, people are choosing to invest time. In order to achieve any results, on average a person would have to visit their doctor more than twice a week for years. 19</p> <p>The therapy requires patients to dedicate many hours of their time working on themselves with their therapists, one on one. This gives them the chance to have the therapy</p> | <p>18 This outlines Freud's clinical method and the question is now coming into focus. However, more source reference would have helped.</p> <p>19 This is critical of the method in practical terms but is not evidence-based.</p> |

| Example candidate response – middle, continued | Examiner comments |
|---|---|
| <p>Whose theory of the mind, Jung's or Freud's, would produce a more successful result in curing or treating mental disorders?</p> <p>in a very individualized treatment which would result in a better result. But the danger of spending several hours a week with their doctors talking about their past and personal issues, sets a possibly problematic scene. Patients have the tendency to idolize or start to perceive their therapists as role models and develop the need to please them. When this happens, the risk of coming to a wrong conclusion arises. 20</p> <p>By being able to have a personalized session with one's doctor and having the opportunity take their time, patients are able to come to their own conclusions and have the safety of being able to deal with certain issues on their own accord. While this is one of the many benefits that come with psychoanalytical treatments, there is also the danger of patients coming to the wrong conclusion due to their therapists revealing their own conclusion too early or leading them in the wrong direction which may cause a bigger damage. 21</p> <p><u>Criticism of Psychoanalysis</u></p> <p>Sigmund Freud is considered one of history's pioneering psychologists. His works have been widely recognized and utilized. But along with the praise came criticism from his own psychoanalysis society and his beloved pupils such as Carl Jung.</p> <p>As mentioned before his theories are considered pseudo-science due to its inability to be proven false. Karl Popper who defined the principle of falsifiability, claims that psychoanalysis' "so-called predictions are not predictions of overt behavior but of hidden psychological states. This is why they are so untestable". However, Hans Eysenck and Adolf Grünbaum claims that because Freud's theories can be falsified, they are scientific.</p> <p>Grünbaum he goes one step further and claims that Freud's theory of psychoanalysis has been proven wrong and is simply bad science. 22</p> | <p>20 This raises an interesting point but answer should have produced evidence to show this isolation.</p> <p>21 There is analysis here – the question is being considered but the report needs to produce referenced evidence about the effects of psychoanalysis and to evaluate the evidence, not just the view.</p> <p>22 There are different sources now about Freud's theories. Will they be evaluated?</p> |

| Example candidate response – middle, continued | Examiner comments |
|--|---|
| <p>Whose theory of the mind, Jung's or Freud's, would produce a more successful result in curing or treating mental disorders?</p> <p>Some have questioned Freud's evidence. Grünbaum calls Freud's evidence that is the base for the theory is "Fundamentally flawed, even if the validity of his clinical evidence were not in question, the clinical data are themselves suspect; more often than not, they may be the patient's responses to the suggestions and expectations of the analyst". 23</p> <p><u>Analytical Psychology</u></p> <p>Carl Jung's method of treating mental disorders as a whole is quite unconventional compared the the norm, and yet quite similar in aspect to psychoanalysis. Both Freud's and Jung's approach to therapy is to guide the patient into coming to terms with an aspect of their lives they haven't before. But what the Freudian approach attempts to achieve is to assist the patient to realizing their repressed thoughts and passed experiences, while the Jungian approach is to become aware of both the personal and collective unconscious. Though they both have different ways to tackle the issue, both approach concludes that once the patient realizes the problem and harmonize the conscious with the unconscious, they are cured. 24</p> <p>In order to reach the maximum productivity, the session requires a very serious commitment. Sessions often span on for years with meetings regularly taking place more than twice a week, but usually varies depending on the patient's case. Taking their time, therapists are able to build a strong bonds and get the opportunity to access and explore more territory due to the amount of time provided. By being able to visit their doctors/analysts, the patient is able to open up, focus on vital details and is explore their mind in a safe space. This is a demanding task for both parties. Jung acknowledged that such work for the individual is demanding and difficult: "It is a matter of saying yea to oneself, of taking oneself as the most serious of tasks, of being conscious of everything one does, and keeping it constantly before one's eyes in all its dubious aspects-truly a task that taxes us to the utmost." 25</p> <p>There are no set steps or rules to analytical psychology. The doctors approach matters at their own pace and provides the patient with a comfortable environment. Although there</p> | <p>23 Disappointingly, there is no real evaluation.</p> <p>24 Explains the basis of possible practical use of both theories.</p> <p>25 Deploys relevant source showing problems but needs referencing.</p> |

| Example candidate response – middle, continued | Examiner comments |
|---|---|
| <p>Whose theory of the mind, Jung's or Freud's, would produce a more successful result in curing or treating mental disorders?</p> <p>are no rules to the therapy, analysts often conduct dream analysis/interpretations, analysis of one's artwork, evaluation of the patient's past and daily lives and so on. Often times the approach is unconventional; the doctors consider mythology and religion as a symbolism of the unconscious. Jung once commented that "Just as a biologist needs the science of comparative anatomy, a psychologist needs the experience and knowledge of the products of unconscious activity and mythology." Jung tended to explore fields such as astrology, alchemy, religion, philosophy and mythology in order to gain understanding of the psyche.</p> <p>In Carl Jung's perspective, the patient is cured once the conscious and the unconscious is unified.</p> <p><u>Evaluation of Analytical Psychology</u></p> <p>Similar to Freud's method, analytical psychology requires a great amount of time. In order to achieve the most out of therapy, therapists insist that the patient visit their doctors as much as four to five times a week. Like psychoanalysis, this has both its merits and demerits. By investing a certain number of hours, clients are able to build a strong relationship with their therapists, which helps create a safe environment where they are open to revealing more about themselves and help the doctor to observe their personalities more. But it can also be troublesome. Having a very close relationship with your therapist may create a situation where people develop a need to please them and produce false revelations or information. 26</p> <p>One of the key features to analytical psychology is that it does not have any officially set procedure. It does not follow a set criteria or rule. By having no rules to follow, analytical psychology may have access to parts of the brain that is unreachable by other therapeutic methods. On the other hand, this unsettles patients. Due to the amount of time it takes, clients are likely to think that they are going nowhere. The results being produced may seem inadequate to the patient. Also by having no rules, the therapist is likely to go in the wrong direction or get off base completely. 27</p> | <p>26 There is some analysis and discussion here but it is not closely related to evidence.</p> <p>27 There is some thoughtful analysis here but the report lacks depth, because it is not firmly evidence based.</p> |

| Example candidate response – middle, continued | Examiner comments |
|--|---|
| <p>Whose theory of the mind, Jung's or Freud's, would produce a more successful result in curing or treating mental disorders?</p> <p>Most of the evidence supporting the collective unconscious comes from religious studies, symbols and mythology. This does not appeal to most people. The mystical nature of the study is often impossible to prove, it is obscure and unclear. Because of that psychologists and psychiatrists alike, do not condone analytical psychology or Jungian psychology as psychology.</p> <p><u>Criticism of Analytical Psychology</u></p> <p>In accordance to Karl Popper's theory of falsifiability, like Freud's work analytical psychology is not considered science. It does not have solid facts and a set equation to follow, therefore it is nearly impossible to prove and is difficult to test out.</p> <p>His theory is based off of one schizophrenic patient and his studies are in relation to mythology. As interesting as the theory sounds, it is extremely difficult to study as a subject or treat a patient based off of its mystical nature and obscure descriptions.</p> <p>Jung himself does not even consider his work as complete psychological research, he admits that it has influences from other subjects. By Jung admitting this, it is hard for people to pick this up as a method of treating mental illnesses and it shows. There currently about only 3000 registered Jungian analysts around the world. Even Jung claimed that he had practiced his own method on one third of his patients and use Freudian and Adlerian analysis' on the rest of his patients. 28</p> <p><u>Conclusion</u></p> <p>I began this paper and research not knowing what to expect. I chose to write about this paper solely based on interest and curiosity and without any preference towards the two. And it turned out to be very challenging but as expected very fruitful. I have learned things about the daily references we make such as extroversion and introversion and how Jung coined the two. I became educated on the way we think and the way people perceive things and I became aware of the little unconscious slip ups we make, like a linguist becoming</p> | <p>28 Uses Jung's own observations as critique but there are not referenced.</p> |

| Example candidate response – middle, continued | Examiner comments |
|--|--|
| <p>Whose theory of the mind, Jung's or Freud's, would produce a more successful result in curing or treating mental disorders?</p> <p>aware of the way they speak. And as hard and complicated as it was, I had fun researching this topic. 29</p> <p>One of the biggest obstacles I faced was my time limitations and the resources I had. I believe I did my best in the two short months (after topic change) I was given and researched the best I could. But for me to comment and recommend methods and researches that people have dedicated their lives to, that I had known about for such a short amount of time seemed ludicrous. I tried to manage my time as well as I could and worked with the limited resources I had. Prior to choosing this topic to research, I had the 'Archetypes and the Collective Unconscious' by Carl Jung in my possession; that book helped me a great deal in understanding Jung's theories. Apart from that, I did not have any academic journals or books on other relevant subject at my reach which left me to look on the internet. 30</p> <p>Before starting this research essay, I had basic but limited knowledge and understanding on the general ideas of psychology because of my interest on this subject but had no in-depth idea of the topics researched in here. I spent most of the summer of 2016 looking at the collective unconscious and its archetypes and mythology, which turned out to be not the greatest time investment due to my topic change. What was at first a research on the existence of the collective unconscious turned into a study of mental illness treatment. This helped clarify and specify the field I needed to look into but steered the general direction of my topic which meant I had to start over.</p> <p>This essay required quite a number of introduction and definitions and although one of the essential part of this essay was for me to evaluate and analyze the theories by my own opinion it was not completely possible due to the scientific and advanced nature of the topic. 31</p> <p>At the beginning, when I thought of this paper, I thought that I would come to a clear conclusion and that I would have my preference of the two, but coming to the end of this</p> | <p>29 There is some general reflection here but it needs to be based on the actual conclusions regarding the question.</p> <p>30 This does raise the question of why this topic was chosen if the resources were not available. However, there is some reflection specific to the actual research.</p> <p>31 This is a good example of how important it is to choose a suitable topic in terms of demand and available resources.</p> |

| Example candidate response – middle, continued | Examiner comments | | | | | | | | | | |
|---|---|--------------|-------|--------------|------|----------------|------|----------------|-----|-------------------|------|
| <p>Whose theory of the mind, Jung's or Freud's, would produce a more successful result in curing or treating mental disorders?</p> <p>essay, I am not sure of whose methods I think is better and is more successful. Both had their strengths and weaknesses and both have contributed countless discoveries to psychology.</p> <p>Freud- was one of the trailblazers in this field and as influential and remarkable as he was, his ideas and theories still got criticized and disregarded by a number of psychologists. I believe that as long of a time it takes, it is still preferential than methods such as electroshock therapy. It would produce a better result without creating any possible trauma. 32</p> <p>Jung- it is hard to recommend a method that very few practice. With only three thousand registered therapists, it is not ideal to not choose a widely known effective treatment over the less supported and less evidenced method.</p> <p>Both approaches have very few cases the psychologists refer to. In Freud's case he uses failed cases as his evidence and only a few successful which does not validate his point. Jung only references his schizophrenic patient that stemmed his idea.</p> <p>So in the end, I do not have a clear conclusion that one is better than the other. I believe that it is better to have different fields people prefer and try to achieve the best result possible. And maybe even create a method that is a hybrid of many therapeutic approaches that takes the best of both practices. (4938 words)</p> | <p>32 A pity that this was not developed in the report – alternative methods are not considered. A conclusion is reached, however, and does not follow from the analysis but is insufficiently source based.</p> <table border="1" data-bbox="1137 938 1473 1131"> <tbody> <tr> <td>AO1 Research</td> <td>12/20</td> </tr> <tr> <td>AO1 Analysis</td> <td>9/20</td> </tr> <tr> <td>AO1 Evaluation</td> <td>8/20</td> </tr> <tr> <td>AO2 Reflection</td> <td>2/5</td> </tr> <tr> <td>AO3 Communication</td> <td>5/10</td> </tr> </tbody> </table> <p>Total mark awarded = 36 out of 75</p> | AO1 Research | 12/20 | AO1 Analysis | 9/20 | AO1 Evaluation | 8/20 | AO2 Reflection | 2/5 | AO3 Communication | 5/10 |
| AO1 Research | 12/20 | | | | | | | | | | |
| AO1 Analysis | 9/20 | | | | | | | | | | |
| AO1 Evaluation | 8/20 | | | | | | | | | | |
| AO2 Reflection | 2/5 | | | | | | | | | | |
| AO3 Communication | 5/10 | | | | | | | | | | |

| Example candidate response – middle, continued | Examiner comments |
|--|-------------------|
| <p>Whose theory of the mind, Jung's or Freud's, would produce a more successful result in curing or treating mental disorders?</p> <p>Bibliography:</p> <p>(1). Jung, Carl Gustav. <i>The Archetypes and the Collective Unconscious</i>. Vol. 9 Part 1. New Jersey: Princeton UP, 1981. Print.</p> <p>(2). Ego, Superego, and Id." - <i>New World Encyclopedia</i>. N.p., 14 Sept. 2013. Web. Oct. 2016. <http://www.newworldencyclopedia.org/entry/Ego,_superego,_and_id>.</p> <p>(3). Chalquist, Craig, Ph.D. "A Glossary of Jungian Terms." <i>A Glossary of Jungian Terms</i>. N.p., n.d. Web. Oct. 2016. <http://www.terrapsych.com/jungdefs.html>.</p> <p>(4). "Psychology - Definition of Psychology in English Oxford Dictionaries." <i>Oxford Dictionaries</i>. Oxford Dictionaries, n.d. Web. Oct. 2016. <https://en.oxforddictionaries.com/definition/psychology>.</p> <p>(5). Early Roots of Psychology - Boundless Open Textbook." <i>Boundless</i>. N.p., 20 Sept. 2016. Web. Oct. 2016. <https://www.boundless.com/psychology/textbooks/boundless-psychology-textbook/introduction-to-psychology-1/introduction-to-the-field-of-psychology-22/early-roots-of-psychology-110-12647/>.</p> <p>(6). University Rankings: The 10 Most Popular Degree Courses." <i>The Telegraph</i>. Telegraph Media Group, 16 Oct. 2012. Web. Oct. 2016. <http://www.telegraph.co.uk/education/2016/03/14/university-rankings-the-10-most-popular-degree-courses/psychiatrist/>.</p> | |

| Example candidate response – middle, continued | Examiner comments |
|--|-------------------|
| <p>Whose theory of the mind, Jung's or Freud's, would produce a more successful result in curing or treating mental disorders?</p> <p>(7). "Wilhelm Wundt." <i>Wikipedia</i>. Wikimedia Foundation, n.d. Web. Oct. 2016. <https://en.wikipedia.org/wiki/Wilhelm_Wundt>.</p> <p>(8). By May of 1912, Freud Had Begun to Distance Himself from Jung's Ideas. Finally, on January 3, 1913 He Wrote, "I Propose We Abandon Our Personal Relations Entirely." "The Relationship Between Freud and Jung." <i>WiredCosmos</i>. N.p., 29 Mar. 2014. Web. Oct. 2016. <http://wiredcosmos.com/2012/07/24/the-relationship-between-freud-and-jung/>.</p> <p>(9). "Amalia Freud." <i>Wikipedia</i>. Wikimedia Foundation, n.d. Web. Oct. 2016. <https://en.wikipedia.org/wiki/Amalia_Freud>.</p> <p>(10). "Sigmund Freud." <i>Wikipedia</i>. Wikimedia Foundation, n.d. Web. Oct. 2016. <https://en.wikipedia.org/wiki/Sigmund_Freud>.</p> <p>(11). "Carl Jung." <i>Wikipedia</i>. Wikimedia Foundation, n.d. Web. Oct. 2016. <https://en.wikipedia.org/wiki/Carl_Jung>.</p> <p>(12). Cowgil, Charles. "Carl Jung." <i>Psychology History</i>. N.p., n.d. Web. Oct. 2016. <http://www.muskingum.edu/~psych/psycweb/history/jung.htm>.</p> <p>(13). "Sigmund Freud (1856-1939)." <i>BBC</i>. BBC, n.d. Web. <http://www.bbc.co.uk/history/historic_figures/freud_sigmund.shtml>.</p> | |

| Example candidate response – middle, continued | Examiner comments |
|--|-------------------|
| <p>Whose theory of the mind, Jung's or Freud's, would produce a more successful result in curing or treating mental disorders?</p> <p>(14). "Sigmund Freud Biography." <i>Biography.com</i>. Ed. Biography.com Editors. A&E Networks Television, 3 Aug. 2016. Web. Oct. 2016. <http://www.biography.com/people/sigmund-freud-9302400#synopsis>.</p> <p>(15). "Psychoanalysis - Definition of Psychoanalysis in English Oxford Dictionaries." <i>Oxford Dictionaries</i>. Oxford Dictionaries, n.d. Web. Oct. 2016. <https://en.oxforddictionaries.com/definition/psychoanalysis>.</p> <p>(16). "Topography of Mind: Freud's Iceberg Model for Unconscious, Pre-conscious, & Conscious." <i>Topography of Mind: Freud's Iceberg Model for Unconscious, Pre-conscious, & Conscious</i>. N.p., 22 Sept. 2003. Web. Oct. 2016. <http://www.wilderdom.com/personality/L8-3TopographyMindIceberg.html>.</p> <p>(17). Saul McLeod Published 2009, Updated 2015. "Unconscious Mind." <i>Simply Psychology</i>. N.p., 01 Jan. 1970. Web. Oct. 2016. <http://www.simplypsychology.org/unconscious-mind.html>.</p> <p>(18). 2013, Saul McLeod Published. "Sigmund Freud." 's <i>Theories</i>. N.p., 01 Jan. 1970. Web. Oct. 2016. <http://www.simplypsychology.org/Sigmund-Freud.html>.</p> <p>(19). 2014, Saul McLeod Published. "Carl Jung." <i>Simply Psychology</i>. N.p., 01 Jan. 1970. Web. Oct. 2016. <http://www.simplypsychology.org/carl-jung.html>.</p> | |

| Example candidate response – middle, continued | Examiner comments |
|---|-------------------|
| <p>Whose theory of the mind, Jung's or Freud's, would produce a more successful result in curing or treating mental disorders?</p> <p>(20). By 1913, However, Especially after Jung Had Published <i>Wandlungen Und Symbole Der Libido</i> (known in English as <i>The Psychology of the Unconscious</i>) Jung's and Freud's Theoretical Ideas Had Diverged so Sharply That the Two Men Fell Out. "Famous Psychologists: Carl Gustav Jung." <i>Famous Psychologists</i>. N.p., n.d. Web. Oct. 2016. <http://www.psychologistanywhereanytime.com/famous_psychologist_and_psychologists/psychologist_famous_carl_jung.htm>.</p> <p>(21). Jay, Martin Evan. "Sigmund Freud." <i>Encyclopedia Britannica Online</i>. Encyclopedia Britannica, n.d. Web. Oct. 2016. <https://www.britannica.com/biography/Sigmund-Freud>.</p> <p>(22). Bradford, Alina. "Sigmund Freud: Life, Work & Theories." <i>Live Science</i>. N.p., 12 May 2016. Web. <http://www.livescience.com/54723-sigmund-freud-biography.html>.</p> <p>(23). Shuttleworth, Martyn. "Falsifiability - Karl Popper's Basic Scientific Principle." <i>Falsifiability - Karl Popper's Basic Scientific Principle</i>. N.p., 21 Sept. 2008. Web. Oct. 2016. <https://explorable.com/falsifiability>.</p> <p>(24). Beystenher, Kristen M. "Psychoanalysis: Freud's Revolutionary Approach to Human Personality." <i>Psychoanalysis: Freud's Revolutionary Approach</i>. N.p., n.d. Web. Oct. 2016. <http://www.personalityresearch.org/papers/beystehner.html>.</p> <p>(25). "Sigmund Freud: The Man Who Revolutionized Psychology with Psychoanalysis." <i>Sigmund Freud</i>. N.p., n.d. Web. Oct. 2016. <https://www.psychologistworld.com/psychologists/freud_1.php>.</p> | |

| Example candidate response – middle, continued | Examiner comments |
|---|-------------------|
| <p>Whose theory of the mind, Jung's or Freud's, would produce a more successful result in curing or treating mental disorders?</p> <p>(26). "Sigmund Freud - The Father of Psychoanalysis." <i>Sigmund Freud: Theories, Biography, Quotes, Free PDF Books</i>. N.p., n.d. Web. Oct. 2016. <http://www.sigmundfreud.net/>.</p> <p>(27). "Psychoanalysis and Psychotherapy." <i>British Psychoanalytic Council</i>. N.p., n.d. Web. Oct. 2016. <https://www.bpc.org.uk/psychoanalysis-and-psychotherapy>.</p> <p>(28). "Psychoanalysis Therapy." <i>Psychoanalysis Therapy</i>. N.p., n.d. Web. Oct. 2016. <http://www.freudfile.org/psychoanalysis/therapy.html>.</p> <p>(29). Thornton, Stephen P. "Sigmund Freud (1856—1939)." <i>Internet Encyclopedia of Philosophy</i>. N.p., n.d. Web. Oct. 2016. <http://www.iep.utm.edu/freud/>.</p> <p>(30). Roundy, Lisa. "Psychoanalytic Therapy: Free Association, Dream Analysis and Transference & Resistance." <i>Study.com</i>. N.p., n.d. Web. Oct. 2016. <http://study.com/academy/lesson/psychoanalytic-therapy-free-association-dream-analysis-and-transference-resistance.html>.</p> <p>(31). "Dream Analysis." <i>Dream Analysis</i>. N.p., 02 Feb. 2016. Web. Oct. 2016. <http://www.goodtherapy.org/learn-about-therapy/types/dream-analysis>.</p> <p>(32). McLeod, Saul. "Psychoanalysis." <i>Simply Psychology</i>. N.p., 01 Jan. 1970. Web. Oct. 2016. <http://www.simplypsychology.org/psychoanalysis.html>.</p> | |

| Example candidate response – middle, continued | Examiner comments |
|---|-------------------|
| <p>Whose theory of the mind, Jung's or Freud's, would produce a more successful result in curing or treating mental disorders?</p> <p>(33). Betts, John. "A Jungian Approach to Mental Illness." <i>A Jungian Approach to Mental Illness</i>. N.p., n.d. Web. Oct. 2016. <http://www.streetdirectory.com/travel_guide/7859/self_improvement_and_motivation/a_jungian_approach_to_mental_illness.html>.</p> <p>(34). "Counselling, Therapy, Analysis - Terminology • Society of Analytical Psychology." <i>Society of Analytical Psychology</i>. N.p., n.d. Web. Oct. 2016. <http://www.thesap.org.uk/resources/articles-on-jungian-psychology-2/about-analysis-and-therapy/counselling-therapy-analysis-terminology/>.</p> <p>(35). "About Jungian Analysis: Frequently Asked Questions." <i>New York Association for Analytical Psychology</i>. N.p., n.d. Web. Oct. 2016. <http://www.nyaap.org/about-jungian-analysis/>.</p> <p>(36). "Carl Jung and Soul Psychology." <i>Carl Jung: Analytical Psychology (1987)</i>: n. pag. Web. <https://www.ivcc.edu/uploadedFiles/_faculty/_mangold/Carl%20Jung%20-%20Analytic%20Psychology.pdf>.</p> <p>(37). "Analytical Psychology - Definition of Analytical Psychology in English Oxford Dictionaries." <i>Oxford Dictionaries</i>. Oxford Dictionaries, n.d. Web. Oct. 2016.</p> | |

How the candidate could have improved the answer

AO1 Research - The question was developed and the candidate worked independently. A log was maintained but does not record much evidence. There is little consideration of methodology. Level 3

AO1 Analysis – There is limited referenced source material, but some of it is appropriate and used quite well. There is some analysis of relevant perspectives, but not all focused on the question. Level 2

AO1 Evaluation – Alternative perspectives are considered and there is some critical sense, but there was not much assessment of named sources or consideration of methodology. Level 2

AO2 Reflection – There was some reflection on the scope and limitation of the research, but it was not very developed or linked to the actual question.

AO3 Communication – The report was organised and clear to follow in the main. It uses a range of technical terms related to the topic but the justification of the report was not very developed. Level 2

The weakness lies mainly in the failure to base the analysis more fully on a good range of referenced and evaluated sources. There is a critical sense but is insufficiently grounded in evidence, and named sources are insufficiently evaluated.

In order to have gained higher marks there should have been more footnoted sources to back up the points made. There should have been more awareness of methodology – there was some good thinking, for example, the application of established criteria for scientific writing to Jung. There should have been less description and explanation and more focus on the actual question.

| Example candidate response – low | Examiner comments |
|---|---|
| <p>Impact of the Internet 1</p> <p>Research question- Can use of the internet lead to social isolation or inclusion amongst teenagers?</p> <p>Objective of the research- Do teenagers between the age of 16-20 experience negative or positive effects from overuse of the internet. How does the internet cause psychological effects on teenagers? What sort of psychological impact does it have? Can these psychological effects be treated?</p> <p>Abstract-My research aims to study whether the overuse of the internet can lead to psychological effects on teenagers causing social isolation and inclusion. 2 I hope to find and understand how many teenagers in this generation deal with the problem of facing psychological impacts from the Internet. Psychological effects include, depression, frustration, social isolation and inclusion. I also want to study in depth of how these psychological effects can be treated if occurring in extremes. In this research I hope to understand if majority of the people agree that the overuse of the Internet has various psychological disturbances or effects. Which further may cause change in behavior.</p> <p>Literature review- My literature review much of which involves the various studies done regarding the various psychological effects faced by teenagers. Its effects and causes mainly being the Internet. Since the early years of the internet usage there has been an argument over whether it actually helps or curbs the development of social relationships and how those relationships and interactions may stimulate depression. In face to face interactions miscommunications and misunderstandings can happen, increasing stress and potentially amplifying depression. The internet is no different and has an added spur in that without the face to face contact, one cannot hear the inflection of a persons voice or read the facial expressions, which can in turn lead to misassumptions. Growing from my research, I learnt that there are two types of social isolation. Objective and subjective isolation. Objective isolation is when a person does not take part in activities and subjective isolation is the feeling or realization of lack of social support. In the right circumstances, Internet interaction has been found to rise stress and isolation through the development over time of meaningful relationships that are sometimes as profound as face to face relationships. 3</p> <p>However in the year 2009 the phoenix center for advanced legal and economic public policy studies stated in an Article, that, “ spending time online reduces depression by 20% for teenagers”. Moreover, this article was based on how 20% of the online users were reduced of depression that occurred to senior citizens. That is Internet users among older Americans wherein maintaining relationships with friends and family at a stage where mobility becomes increasingly limited is a challenge for the elderly. It was stated that depression affected millions of Americans age 55 or older and costed 4</p> <p>5</p> | <p>1 This is potentially a good question. There could be a discussion about whether internet use isolates teenagers or leads to greater inclusion by networking and increasing contact.</p> <p>2 There are some valid questions here but the answer really should focus on the key question posed and not on aspects of the topic of teenagers and the internet.</p> <p>3 A literature review is not required, but if it is undertaken then this should be precise.</p> <p>4 This is helpful in breaking down the concept of isolation, but there is not enough about the different perspectives. The idea of inclusion has not been mentioned here.</p> <p>5 This refers to a source which gives a counter view but it seems to be more about senior citizens. It is not really analysed well in terms of teenagers and there is no evaluation.</p> |

| Example candidate response – low, continued | Examiner comments |
|---|---|
| <p>the¹ States about \$100 million annually in direct medical costs, suicide and morality. On reading this article, it came to my realization that though social isolation is a psychological disorder that mainly effected the senior citizens it is more important to incline to the people at the stage of still developing morals and goals in life that are increasingly effected with being socially detached due to extreme distress caused by balancing between building a future and alongside being able to manage stable relationships between friends and family.</p> <p>On the other hand, For those users who are just learning the internet, the entire 6 experience of being online can be overwhelming and pressurising. There are so many nuances to communicating with people you can't see face to face, and that can be challenging if there are language or the ability to type and communicate barriers. However, the internet provides a particular opportunity for those who are introverts or who feel as though they don't belong or have a good "social" life.</p> <p>Adolescence is a period of unique development, which gets hindered due to overuse of the internet. It is a time characterized into balancing between a strong desire of independence combined with the extreme need for social support from peers. Thus, adolescents may be a considered a stage of particular psychological vulnerability to the risks involved with feelings of social isolation from peers. The use of the internet contribute to the occurrence of low psychological health during adolescence. In 7 order to understand the extent to which the internet can have psychological effects on a person, my research involved four already existing case studies that opened my limited knowledge, channeling it towards the depths of cyber psychology.</p> <p>In 2015 Goldstein, S.E. conducted a study based on parental regulation of online 8 behavior and cyber aggression. In this study, descriptive statistics calculated that each participant recruited reported spending an average of 4.08 hours per day on the internet along with an average of 7.56 hours per day on their cell phone. It was noticed that text messaging and social networking were the two most common with 91.7 and 55.5% saying that they have used these techniques 20 times or more during the past month, respectively. In order to understand where the aggression rose from when parents placed any limits on the amount of time that they spent on their computer and cell phone, another set of statistics was calculated wherein participants reported that 91.8% indicated that their parents did not keep track of their internet use while 85.3% did not keep track of their cell phone use. In terms of whether the participants believed if whether parents should place limits on their electronic device, 59.6% of the adolescence indicated that their parents should not while 26.6-13.8% disagreed. Another analysis was used to investigate adolescents beliefs about of parental rules for cyber aggression. Cyber aggression were compared to beliefs regarding parental rules for overt and rational aggression, as well as for personal behaviors. As a result, there was significant main effects on both gender differences with regard of parental authority and social behavior. Results report that adolescents believed parental rules about cyber aggression to be more</p> <p>¹http://www.phoenix-center.org/pcpp.html</p> | <p>6 This is not source based and refers to new users and not teenagers.</p> <p>7 There is now a view but the candidate has not established the element of discussion of different perspectives.</p> <p>8 There is limited identification of this source. It concerns parental limits and the aggression this can engender. This is not evaluated and in terms of analysis it has limited direct links with the question of isolation/inclusion.</p> |

| Example candidate response – low, continued | Examiner comments |
|---|---|
| <p>acceptable than relational aggression. not wholly monitor their internet use but this could have been due to them not being present at home at the time of online action or an attempt to avoid a disagreement. But given the extent to which the internet can be a dangerous platform both in peer relationship challenges a other dangers such as privacy violations. Parental limit setting may be a safety concern, even in youth in this age. Despite the fact that parents did seem to be lenient in the given study, many adolescents in the current sample disagreed with their parents lack of supervision and limitations regarding their electronic device usage. Approximately one fourth of the sample believed that their parents should keep track of their technology and 10% were unsure of whether their parents should monitor. Perhaps the people who agreed that parents should have supervision, had a more realistic conception of the possibilities that could have a serious effect on their lives on using the internet. However, on the other hand, some people who did nit believe in having parents supervision may also not be ready for behavioral and social autonomy across domains, not just in terms of their own behavior. Compatible ideas were merged on parental regulation over cyber aggression, adolescents perceived their physical aggression and cyber aggression to be regulation by their parents. Adolescents believed that it was something legitimate should be under parents jurisdiction. They believed that exerting moderate amount of limit- setting about cyber aggressive behavior, although not as much as for clear aggressive behavior. This study brought about preliminary evidence that adolescents believed that rules and regulations limiting or prohibiting its enactment are acceptable as they may be evaluating cyber aggression as a moral issue. Further into this study, there was an other aspect that rose, which is gender differences that also overlapped with regard to parental regulation of aggressive behavior, and particular beliefs about parental jurisdiction about aggression. It was reported that girls, compared to boys had their parents relatively controlling. The findings then brought to us that the research indicated that parents are relatively more restrictive of their daughters social behaviour as compared to their sons. 9</p> <p>In the vast place we live in, social network has kept today's world connected, always. My next research was done on how researchers have obtained to explore the positive and negative effects that can result from usage of social networking. The study overlaps and brings out how the usage impart to depression. In this study, the relationship between usage and depression for social networking users. In addition, it inculcates aspects of cognitive absorption, specifically temporal dissonance, focused immersion, and heightened enjoyment, have a undeviating effect on the amount of usage. In the research, an explanation suggests how internet usage is directly associated with high levels of depression. Results from this study indicates a statistically significant relationship between the amount of time a person spends on a social networking website and their associated depression level. From the given 10 results, there was in heightened level of social network usage which intern corresponded with an elevated level of depression. During this study, addicted of the internet use was not addressed. Though it had not been addressed in this study, the relationship with depression was found in all amounts of people who used social networking websites. One large scale European survey suggests that adolescents found the</p> | <p>9 This is not related to the question.</p> <p>10 This could be relevant but the candidate has not indicated what the study is. There is some high-sounding description but it refers to depression in general and gives no indication how the study was conducted or by who.</p> |

| Example candidate response – low, continued | Examiner comments |
|---|--|
| <p>ubiquity of dysfunction internet behavior, which can include social networking addiction, at 13.9%. the significant relationship between social networking usage and depression lends us support for the effect occurring in a more generalized population subset than only the individuals who exhibited addicting symptoms. Into further depths of the studies results, the relationship explained up to 6% of an individuals depression level, which when considering the many factors attached to why depression occurs and the limitations inherent in survey-based research is an important factor. However this result, contrasts with Wang et al’s findings (2014) when it was explained that social networking usage had positive effects. The approach to this study brought out how social networking may positively associate with users well being. However it was noticed that the positive effects only occurred when the internet was used for entertainment purposes which did not have a significant effect on the users well-being. Another aspect to this approach was emotional contagion. Usually people use Facebook as a platform to express emotions, which are later seen by other people, friends and family. These emotions can not change positive to negative. But it was noticed that adults spend more time looking at negative than positive stimuli. The very fact that they are exposed to these negative emotions, can further effects their thinking and it can lead to them feeling the same negative emotions. If the majority of the expressions the subjects encountered were only negative, then the emotional contagion could have had an impact on their depression.</p> <p>However, suggested by the theory of ‘CBM-PIU, the increase in depression could be related to dependence on the the medium, which would then correspond to overuse of the technology. This dependence on the technology could cause the corresponding increase in depression as the individual realizes how much time each of them are wasting with technology, and their helplessness from not being able to detach from it. Further into this study it became apparent that there was significant differences between the genders in relation to social networking usage and depression. As a result, it was understood that woman tend towards more superficial social networking usage, that woman multitask more while using social network in order to avoid immersion. A significant gap between genders linking between social network usage and depression was found. With females, consonant to greater levels of depression with increased social network usage than their male counterparts do. This research study has shown increased levels of heightened enjoyment and temporal dissociation may be the reason to increase in social networking usage. This in turn corresponds to increase level in depression. This study supports how overuse of social network can lead to depression. Feelings of social isolation develops into having an impact on ones psychological health in adolescents, but safeguarding factors such as family connectedness, school connectedness, and academic achievements may also play a key role.</p> <p>A study in 2007 was done by Hall- Lande, Jennifer A, Marla E; Christenson, Sandra L; Neumark- Sztainer, Dianne on social isolation, psychological health and protective factors in adolescence. The sample included 4,746 adolescents from 31 middle and high schools. Participants responded to 221 survey questions regarding peer relationships, psychological health, school togetherness, family relationships and academic achievements. The findings revealed that social isolation was associated</p> | <p>11 These figures are not justified. For example how is the figure of 6% reached?</p> <p>12 The basis of this counterview is not explained.</p> <p>13 The nature of this evidence is not explained – what is “CBM-PIU”?</p> <p>14 The candidate attempts to explain how internet use might lead to depression.</p> <p>15 This seems a more directly relevant piece of evidence.</p> |

| Example candidate response – low, continued | Examiner comments |
|--|---|
| <p>with an increased risk for depression symptoms, suicide attempts and low self esteems. Protective factors included, support from mainly family oriented people. 16 Strengthening of their low self esteem by developing school based interventions.</p> <p>Primary research-</p> <p>In order to conduct a study of my own, I wanted to learn and understand the very root cause to how depression occurred. So I began with studying the features of depression. The features of depression being, physically lethargic or having profuse loss of energy, loss of interest; feelings of unhappiness, inadequacy, worthlessness; possibly thoughts of suicide, continual urges to cry, difficulty in sleeping and difficulty in being able to concentrate or think positively. These features were correlated to some of the people who used the internet for long hours. During the study of these features, I also came across sex differences in case of the cause for depression. 17</p> <p>Studies have estimated that women are 2-3 times likely than men to suffer from clinical depression. And the reason to this being woman have many different hormones and the exist in differing amounts .women are more likely to seek medical help than men and so are more likely to be diagnosed. However another reason to consider this is that most times many men see woman as inferior and may be more likely to diagnose a women as depressed that they would a man with the same symptoms. https://www.brandwatch.com/2015/01/men-vs-women-active-social-media/ 18</p> <p>Depression can be genetic or may be caused by neurochemicals. In this case I will be concentrating on the neurochemical aspect. Too much noradrenaline causes mania and too little causes depression. However, serotonin was found to exist in low levels for both depression and mania. The imbalance of both serotonin and noradrenaline are involved in affective disorders. In 1979 Beck proposed a cognitive theory, believing that each person reacts differently to aversive stimuli due to the thought patterns that they build up throughout their lives. Schemas are core beliefs that are formed in early life, self- blame schema makes the person feel responsible for everything that goes wrong, while ineptness schema causes them to expect failure every time. These predispose the person to have negative automatic thoughts (NATs), but will only surface if an event triggers them. In this case when people share negative thoughts and expressions on social media, these people are bound to be effected by these negative emotions. When this happens, cognitive errors maintain the negative beliefs. However, depression results from the negative cognitive triad, comprising unrealistically negative views about the self, the world and the future. Along with the study as to how depression is caused I also did a detailed study on the treatments for depression. There are three main types of drug that relieve the symptoms of depression. MAOI's (monoamine oxidase inhibitors, egMarplan, Nardil,Emsam), SSRI's (selective serotonin reuptake inhibitors), SNRI's (serotonin and noadrenaline reuptake inhibitors). Anti depressants affect neurotransmitters. Serotonin and noradrenaline are relevant to depression. SNRI's inhibit both serotonin and noradrenaline. Whereas SRRI'S inhibit only serotonin. Anti depressants do not remove the cause of depression but instead relieve the symptoms. I came across another treatment that was used in case of severe depression, ECT. ECT is now used when other treatments are not effective. After a patient is given a 19</p> | <p>16 This evidence does not mention the internet.</p> <p>17 The focus is on depression but not linked to the question.</p> <p>18 This is not helpful in addressing the question and does not focus on teenagers.</p> <p>19 This is just a description and not well linked to the question.</p> |

| Example candidate response – low, continued | Examiner comments |
|--|--|
| <p>general anaesthetic, an electrical pulse is given to the head. However, after this treatment due to the uncertainty of how this works, patients report to be confused and suffer from memory problems after. In 1979, Beck believed in cognitive restructuring. This is a six stage process which begins with an explanation of the therapy. After which the person is taught to identify unpleasant emotions, the situations in which these occur and associated negative automatic thoughts. Then the person is thought to understand and tackle the negative thoughts and replace them with positive thinking. Finally the person can begin to challenge the underlying dysfunctional beliefs before the therapy comes to an end. As a result, 98% of the people were benefitted by Becks depression inventory.</p> <p>My aim to conduct this research was to discover whether the internet caused any psychological disturbance or change in behavior. Method used was self report questionnaire, wherein the participants were asked questions so they can report themselves. Questions were asked to gather the required data. The independent variable of the research being the use of the internet and the dependent variable being the various psychological factors. There were four main aspects to the study that were considered. Around which the entire research was conducted. The four aspects being, percentage of people who spent more than 7 hours on the internet; percentage of people who experienced aggression due to overuse of the internet; percentage of people who experienced frustration on internet restriction; percentage of people who agreed if the internet inhibit social interaction. The design used for this study was repeated measures, wherein each participant takes part in both conditions of the independent variable.</p> <p>The advantages of having repeated measure design is that it is the best for the control of participant variables, because the same people do both conditions and their level of intelligence, motivation and many other factors remain the same throughout. Although, much less important, very less participants will be required. But this may also create order effects. Wherein if a participant performs an activity twice they may become tired or bored, to avoid this from occurring , participants were given a considerable amount of time to report their answers. The sampling technique that was used is opportunity sampling. 20 participants between the age of 16- 20 were handed the questionnaire. 10male and 10female. Opportunity sampling involves the researcher which in this case is me, approaching people who are easy to find and available. I chose students studying in the same school as me. The advantage of having an opportunity sampling is it is quick and easy to get participants, in which a large sample can be obtained quickly. At the end of the questionnaire, an interview was conducted by me for each of the participants. I put together the four aspects to which my questions were directed in a form of a booklet. Each question was given space below to record any further details that could be included as a part of this study.</p> <p>The controls for this study was the questionnaire was handed out to the participants and later interviewed regarding the acquired data. To avoid demand characteristics, the questionnaire was filled in the absence of the interviewer, so that the answers were not bias and were not answered according to what the interviewer expected. Double blinded experimental design was implemented. Wherein, I wanted to</p> | <p>20 It is not clear why 20 classmates have been asked. The description of the survey is occupying a large amount of the answer.</p> <p>21 There is some understanding of the need to consider methodology.</p> |

| Example candidate response – low, continued | Examiner comments |
|---|--|
| <p>achieve the outcome of this study by consciously not briefing the participants on what exactly the study was about, which intern avoided bias answers and demand characteristics. By doing this, there was more control over irrelevant/ extraneous variables. Participants were more likely to behave in predictable ways, particularly ways in which I wanted them to. These controls acted as a benchmark, in order to make comparisons. The controls for this study made it more replicable. The procedure that followed was first the completion of the questionnaire handed to each of the 20 participants. Second, the interview was conducted after the questionnaire was completed by each of the participants. Third, I recorded the participants given data. Fourth, I asked the participants if they could recall any further related change in behaviors as a part of the interview that was conducted separately for each participants after the completion of the questionnaire. In the end, the participants were debriefed about the study. The data that was obtained was both quantitative and qualitative. Quantitative data, the percentage of the number of participants, number of word descriptions, clarity and confidence ratings. Qualitative data were gathered because the study included some word for word description of exactly what was said by the participants. At the end of the research, a statistical data in the four aspects was collected. 17/20 (85%) participants used the internet for more than 7hours. By this we understand that on average teenagers do spend more hours on the internet than required. It was also observed that some of the participants reported that the extra few hours spent on the internet were not kept track of or in other words were the usage was prolonged by not realizing how much time was consumed, this also brings about how the internet can be addicting. 13/20 (65%) participants experienced aggression due to internet overuse. Participants reported that when they used the internet, due to their constant mind being restricted to one device they find it hard to experience any sort of relaxation after. However, Most participants reported that the aggression was mainly triggered by negative post or comments they read or had to deal with on social media. 18/20 (90%) of the participants experienced frustration and agitation when restricted to internet use. Considering that these participants were between the age of 16-20, their parents or any adult around them were bound to either confiscate or take control of their internet usage in order to avoid addiction or other bad effects it can have on them on their health, mentally and physical. When the internet was taken away or curbed, almost all participants said they experienced frustration that they did not any longer have excess to what they initially kept their mind occupied with and when restricted, they reported they found it hard to concentrate on other things and 3 participants reported they felt isolated from their social life without having a device to keep them connected. 16/20 (80%) participants agreed on the internet inhibiting social interaction outside the internet. 16 participants reported that most people this age did not entirely have the confidence to speak to people face to face and so their sensitive nature made them depend upon a secondary device to converse with people, therefore making them stay inside a bubble of social media and limiting their chances of speaking to people face to face. Clarity ratings was 7.2 during the interview and confidence rating was 6.7 during the interview. The study was ethical since confidentially was maintained, participants data and information about them were not passed on to other people and were not published in a way that would reveal their identity. There was no harm done to the</p> | <p>22 This cannot be deduced from asking 20 teenagers.</p> <p>23 This is a relevant finding.</p> |

| Example candidate response – low, continued | Examiner comments | | | | | | | | | | |
|---|---|--------------|-------|--------------|------|----------------|------|----------------|-----|-------------------|------|
| <p>participants, they were not pressurized into giving required answers or were not exposed to any kind of aggression. The participants were not informed entirely of the experiment to avoid bias answers but were later on debriefed so were not misled about any aspect of the study. The participants also had the right to withdraw if they felt uncomfortable to answer the questions imposed to them. By this, the study was ethical. During this study the questionnaire was given and after a short period of time, the participants were later interviewed. The data received in the questionnaire overlapped to the descriptions reported while they were interviewed. Thus, this study was also reliable. In terms of how the data was collected, this study was a snapshot study. Whereby the study was taken place at one point in time, where a participant was in the study for a few minutes in the interview. The advantage for this is the data was collected quickly and was well analysed. The study was good for obtaining preliminary evidence that is testing a small sample in restricted conditions. This gave indication to how people are likely to respond and behave and the data is quantitative. However, this study has low ecological validity. Because this study can not be generalized as only people that were found easily were studied and not people who already suffered from extreme psychological disorders.</p> <p>Conclusion- Tracking back into my objective for this research, I have understood from the very roots as to how the internet has brought social isolation and inclusion among teenagers. More than just outlining the fact that the internet plays a big role in bringing out many psychological differences among teenagers, I have come across the fact that the internet is what triggers teenagers to undergo dealing with social issues. Adolescence is that phase in your life, wherein you're still striving to fit in and explore what the world has to bring to you. The internet is a big platform for you to share your thoughts, your ideas and perspective. But my research has made me understand that, because of the internet being such a big platform, it has already inbuilt all the ideas and creativity people have previously put in. The internet has not given way to new thinking and creativity. Instead, restricted ones rare ability to explore and flourish into something new and exciting. The internet has limited ones thinking abilities. Due to this limiting factor, along with the fact that teenagers already experience a line of insecurities and other vulnerable factors, one is simply not able to stand outside the box and place his views upon it. Which further acts as a barrier between the person and the kind of relationships he/she has with other people, includes friends and family.</p> <p>Bibliography</p> <p>1) http://www.amsciepub.com/doi/abs/10.2466/pr0.1997.80.3.879</p> <p>2) http://www.cyberpsychology.eu/index.php</p> <p>3) http://www.sciencedirect.com/science/article/pii/S0193397304000772</p> <p>4) https://en.wikipedia.org/wiki/Psychological_effects_of_Internet_use</p> | <p>24 There is some evaluation of the evidence and some awareness of the limitations.</p> <p>25 There are points made in the conclusion that do not follow from any analysis of evidence in the essay and are just assertions.</p> <p>26 The bibliography is limited.</p> <table border="1" data-bbox="1137 1413 1477 1608"> <tbody> <tr> <td>AO1 Research</td> <td>10/20</td> </tr> <tr> <td>AO1 Analysis</td> <td>6/20</td> </tr> <tr> <td>AO1 Evaluation</td> <td>8/20</td> </tr> <tr> <td>AO2 Reflection</td> <td>0/5</td> </tr> <tr> <td>AO3 Communication</td> <td>5/10</td> </tr> </tbody> </table> <p>Total mark awarded = 29 out of 75</p> | AO1 Research | 10/20 | AO1 Analysis | 6/20 | AO1 Evaluation | 8/20 | AO2 Reflection | 0/5 | AO3 Communication | 5/10 |
| AO1 Research | 10/20 | | | | | | | | | | |
| AO1 Analysis | 6/20 | | | | | | | | | | |
| AO1 Evaluation | 8/20 | | | | | | | | | | |
| AO2 Reflection | 0/5 | | | | | | | | | | |
| AO3 Communication | 5/10 | | | | | | | | | | |

| Example candidate response – low, continued | | | | Examiner comments |
|---|---|--|---|--|
| initial idea for research report | why i chose it | initial search for resources | | <p>27 It shows lack of consistency in the research and lack of understanding of research process.</p> |
| september 2015 | <p>Many books and articles that included as to how most of the psychological disorders were caused all came down to the overuse from the internet. watched a documentary on deep web. I wanted to know how the psychological effects were triggered and solved later on. I was personally interested in the topic because all my peers were teenagers and i had a better insight to this problem faced by them.</p> | An internet search on various psychological disorders cause by the internet. | | |
| Draft title for OPF | Explanation showing perspectives | sample sources for OPF | Any advice from tutor | |
| <p>7 October 2015 How does the internet lead to social isolation and inclusion among teenagers.</p> | <p>some case studied proved that teenagers who spent more hours on the internet were the ones effected by various disturbances caused by it. It was noticed that on the overuse of the internet, many people who had been negatively effected by it, felt the need to socially isolate themselves because of the harsh negativity they received from social media and the internet.</p> | | <p>My teacher advised me do further detailed study not just on social isolation and inclusion but also, the various aspects relation the what impact the interent had on teenagers.</p> | |

| Example candidate response – low, continued | | | | Examiner comments |
|--|---|-------------------|---|-------------------|
| November 25 | The internet had vastly influenced people of various age groups. It was noticed that Social isolation and inclusion mostly occurred in older people wherein mobility was a harder task. But into the realms of deeper research, i understood and brought about how these psychological disorders mainly effected teenagers. | secondary sources | tutor, advised me to further understand the positive impacts too the just concentrate only on the negative effects the internet had on teenagers. | |
| January 7 | I conducted a study of my own to further understand how many people around me agreed or disagreed with what impact the internet had on teenagers. The study involved my peers as the were of the age 16-20. | primary sources | tutor, advised me on how the data should be collected. | |
| April 10 Changes to the title was added after I received OPF feedback | Changes to plan better secondary resources to add positive and negative impacts from the internet. The negative effect referred to in the title is social isolation, details to investigate broader range of negative effects like depression, introversion and social isolation were also included. | | | |

| Example candidate response – low, continued | | | | Examiner comments |
|---|-------------------------------------|---|---|-------------------|
| Date | Tutorial/seminar | Issues discussed | How this affected my research/writing | |
| April 15 | Viva on source of evaluation | What impact does the internet have on teenagers. | I tracked back into the various psychological effects and disorders I came across which were caused by the internet or triggered by the overuse of the internet. I looked more into it and considered the samples they were based on. | |
| April 22 | Tutorial and reflecting on research | How the reflection should avoid being generalized and should be focused on particular issues of the internet. | Reviewed my reflections and edited some of the extreme personal comments and generalized ones. | |

**Example candidate response – low,
Research Report Monitoring Form**

Examiner comments

| Example candidate response – low, Research Report Monitoring Form | Examiner comments |
|---|-------------------|
| <p>Please tick the level which is the <u>best fit</u> in the three elements shown below. This should be the basis for an overall level and mark for the AO as a whole.</p> <p>1 Devise and develop an appropriate research question. Please indicate the level of support in identifying the research question with a brief justification.</p> <p>Level 1 – The research question was inappropriate and there was no serious attempt to develop it or to respond to feedback from the teacher. <input type="checkbox"/></p> <p>Level 2 – With teacher guidance there was some ability shown by the candidate to develop the question (which may have been initially inappropriate) and respond to feedback. There was little independence shown. <input type="checkbox"/></p> <p>Level 3 – The candidate developed an appropriate question with some independence and reflected on/responded to feedback. <input checked="" type="checkbox"/></p> <p>Level 4 – The question was developed throughout through constructive dialogue with the teacher. There was a full response to feedback. The candidate showed independence in framing and developing a suitable question. <input type="checkbox"/></p> <p>Justification <i>The research question is clear and concise, however Tushikai's approach to research has been inconsistent.</i></p> <p>2 Design and manage own research project using appropriate research methods and methodology. Please indicate the level which has been sustained, with a brief justification.</p> <p>Level 1 – The candidate was unable to show appropriate understanding of research methods. There was heavy reliance on the teacher and research was poorly managed. <input type="checkbox"/></p> <p>Level 2 – The candidate was significantly dependent on the teacher to offer clear guidance but there was some self-motivated and independent research. There was some understanding of appropriate research methods but not all research was well-focused. <input checked="" type="checkbox"/></p> <p>Level 3 – The candidate required some guidance but showed ability to work independently and understood the appropriate methods of research. Methodology was considered and there was no over-reliance on the teacher. <input type="checkbox"/></p> <p>Level 4 – There was a strong understanding of what research methods were appropriate. The work was done largely independently and there was not reliance on the teacher. Methodology was thoughtfully considered and an innovative approach to research was shown. Research was independently managed. <input type="checkbox"/></p> <p>Justification: <i>The research design has fulfilled the objective of the research, the sample size is limited and the questionnaire designed had to be improved for fulfilling the requirements of the research.</i></p> <p>The CAMBRIDGE International Examinations logo is visible at the bottom of the form.</p> | |

| Example candidate response – low, Research Report Monitoring Form | Examiner comments |
|--|---|
| <p>3 Maintain and use a research log in support of the research process. Please decide how effectively the log has been maintained and used and award a level with a brief justification.</p> <p>No marks – There is no research log submitted.</p> <p>Level 1 – The research log will be limited and ineffective. The log will be typically short; few dates will be shown. There will be little indication of how the candidate progressed, of processes, of evidence and of response to feedback. The contents cannot be easily linked to the final report.</p> <p>Level 2 – The research log will show some evidence of how research has developed and link it to the final report. There will be some indication of how the candidate's thinking has developed and there is some reflection on the research process. However, there may be omissions or limited content in some sections or merely brief descriptions of material to be read or indications of sources, for example page numbers or URLs. There will be intermittent reference to dates and the log may not have been maintained throughout the research period. It is only partially effective.</p> <p>Level 3 – The research log will be maintained throughout the research period with regular entries. The log will show, to some extent, how the candidate's research and thinking have developed. There may be some unevenness, some gaps and some descriptive material, but there is a sense of the log raising some research issues, reflecting on progress and showing how feedback has been dealt with. The key element is some development is apparent in the log and there are some clear links with the work which show that the log has been used effectively.</p> <p>Level 4 – The research log has been maintained throughout the research period. It shows sustained reflection on the research progress. It has been highly effective in helping the candidate to take the work forward and may show consideration of feedback and also of issues, which have arisen, and the solutions adopted.</p> <p>Justification: <i>The researcher lacked consistency in the research and had to be motivated constantly. Trishika had good knowledge of the research topic but required inputs from the teacher.</i></p> <p>Overall level and marks out of 20 and brief justification: NB The total mark for AO1 Research must be consistent with the levels awarded. Thus, if there have been two decisions to award Level 2 and one of Level 3, then the overall mark should not be higher than a low Level 3 (11 marks) and will probably be between 9 or 10 marks.</p> <p>Level <input type="text" value="2"/> Marks <input type="text" value="10"/></p> <p>N.B. IF THERE IS NO RESEARCH LOG OF ANY SORT SUBMITTED, THEN LEVEL 1 IS THE HIGHEST LEVEL THAT SHOULD BE AWARDED FOR A1</p> <p>Brief justification: <i>Trishika has lot of understanding of her research topic. However there has been no consistency in her research and needs better understanding of the research process.</i></p> | <p style="text-align: center;">Examiner comments</p> |

| Example candidate response – low, Oral Explanation Form | Examiner comments | | | | | | | | | | | | |
|---|--|--------------------|--|--------------------------|---|-------------------------------------|--|--------------------------|--|--------------------------|---|--------------------------|--|
| <p>This is to confirm a meeting between teacher and candidate after the completion of the Cambridge Research Project and the research log.</p> <p>Please indicate which of the following statements is correct and provide brief comments.</p> <table border="1" data-bbox="161 398 1075 667"> <thead> <tr> <th data-bbox="161 398 906 443">The candidate's explanation and justification of the report findings, the choice and use of research methods and methodology</th> <th data-bbox="906 398 1075 443">AO 3 Communication</th> </tr> </thead> <tbody> <tr> <td data-bbox="161 443 906 488">Explanation and justification were very clear and convincing</td> <td data-bbox="906 443 1075 488"><input type="checkbox"/></td> </tr> <tr> <td data-bbox="161 488 906 533">Explanation and justification were clear and convincing</td> <td data-bbox="906 488 1075 533"><input checked="" type="checkbox"/></td> </tr> <tr> <td data-bbox="161 533 906 577">There was some explanation and justification</td> <td data-bbox="906 533 1075 577"><input type="checkbox"/></td> </tr> <tr> <td data-bbox="161 577 906 622">Explanation and justification were limited</td> <td data-bbox="906 577 1075 622"><input type="checkbox"/></td> </tr> <tr> <td data-bbox="161 622 906 667">There was no explanation or justification</td> <td data-bbox="906 622 1075 667"><input type="checkbox"/></td> </tr> </tbody> </table> <p>Comments</p> <p>The candidate has a clear understanding of the topic taken for research. However planning and consistency in carrying out the research are key areas she has to work on. She also needs to have a better understanding of research methodology.</p> | The candidate's explanation and justification of the report findings, the choice and use of research methods and methodology | AO 3 Communication | Explanation and justification were very clear and convincing | <input type="checkbox"/> | Explanation and justification were clear and convincing | <input checked="" type="checkbox"/> | There was some explanation and justification | <input type="checkbox"/> | Explanation and justification were limited | <input type="checkbox"/> | There was no explanation or justification | <input type="checkbox"/> | |
| The candidate's explanation and justification of the report findings, the choice and use of research methods and methodology | AO 3 Communication | | | | | | | | | | | | |
| Explanation and justification were very clear and convincing | <input type="checkbox"/> | | | | | | | | | | | | |
| Explanation and justification were clear and convincing | <input checked="" type="checkbox"/> | | | | | | | | | | | | |
| There was some explanation and justification | <input type="checkbox"/> | | | | | | | | | | | | |
| Explanation and justification were limited | <input type="checkbox"/> | | | | | | | | | | | | |
| There was no explanation or justification | <input type="checkbox"/> | | | | | | | | | | | | |

How the candidate could have improved the answer

AO1 Research – The candidate had a clear understanding of the topic taken for research but there was no consistency in research methods and needed better understanding of the research process.

AO1 Analysis - There is some selection of relevant and appropriate material but much description and limited application of sources to perspectives. Not all of the sources are relevant or well used. There is a loss of focus on the issue in the question in some sections. A lot of time is taken up with a survey of limited value which is described at some length. This is Level 2.

AO1 Evaluation – There was little evaluation of sources and arguments but there were some attempts to weigh the survey which forms much of the basis of the report. Much of the evidence was not assessed and there was limited critical analysis of different relevant perspectives. This is Level 2.

AO2 Reflection – There was no meaningful reflection.

AO3 Communication – The final report is Level 2. The justification given by the centre does not provide enough justification about the oral interview. In the final report, the overall argument does not emerge very clearly. There was some attempt at organisation. The candidate should have explained the concept of inclusion. The identification of sources needed to be more detailed. The figures mentioned in the essay should have been justified. The conclusion should have followed from analysing the evidence.

Cambridge International Examinations
1 Hills Road, Cambridge, CB1 2EU, United Kingdom
t: +44 1223 553554 f: +44 1223 553558
e: info@cie.org.uk www.cie.org.uk

© Cambridge International Examinations 2017
Version 1.0

