Example Candidate Responses
Paper 3

Cambridge O Level
Global Perspectives 2069

For examination from 2018

Version 1.0

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Contents

Introduction

The main aim of this booklet is to exemplify standards for those teaching Cambridge O Level Global Perspectives 2069, 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 from June 2018 scripts to exemplify a range of answers.

For each question, the response is annotated with a clear explanation of where and why marks were awarded or omitted. This is 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 could do to improve their answers.

This document provides illustrative examples of candidate work with examiner commentary. These help teachers to assess the standard required to achieve marks beyond the guidance of the mark scheme. Therefore, in some circumstances, such as where exact answers are required, there will not be much comment.

The Level descriptors and Tables A - E can be found in 2018 - 2020 syllabus which is available to download from the School Support Hub. Past exam resources and other teacher support materials are available on the School Support Hub:

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How to use this booklet

This booklet goes through the paper one question at a time, showing you the high-, middle- and low-level response for each question. The candidate answers are set in a table. In the left-hand column are the candidate answers, and in the right-hand column are the examiner comments.

Example Candidate Response – Question 1(c), high	Examiner comments
	1 The candidate clearly identifies the most significant cause of globalisation as improved transportation.
	2 A first reason is suggested – international travel in shorter periods of time.
	3 A second reason is suggested

Answers are 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.

Examiner comments are alongside the answers. These explain where and why marks were awarded. This helps you to interpret the standard of Cambridge exams so you can help your learners to refine their exam technique.

How the candidate could have improved their answer

The candidate also uses a wide range of relevant sources of information and discusses these; analysing the causes and consequences of animal testing, but without explicitly comparing the causes or consequences. The candidate could have compared the causes to see which is the most significant or compared the consequences to see which is the most likely.

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

Cambridge O Level Global Perspective 2069

Team Project

Example Candidate Response – high	Examiner comments
Click here to view the outcome.	

Topic	Conflict and Peace
Issue	The consequences of conflict reporting on lesser known regions.
Aim	To suggest and identify the ways we could bring more awareness to current conflicts.
Outcome description	The outcome is an informative video about the lack of conflict reporting and its' effects on the world stage. We want to show how different regions of the world perceive or choose to report on conflicts, in taking to account the cultural differences.
Explanation & Cultural Perspectives	We chose to use a case study of the Congolese conflict, in doing so we explored different culture perspectives through the use of third party sources who provided studies on the awareness of these conflicts from different countries. In looking at interviews from different cultures and their respective news agencies, we found differences in cultures that affected the publics' awareness of foreign conflicts. However, we also observed many similarities in the cause of this phenomenon such as the cultural difference between the people of the DRC and other countries. In our outcome, we chose to portray the cross-cultural perspectives through the use of statistics, examples, surveys and observations and analysis of front pages of major news sources. The cultural perspectives were further explored looking at the different cultures of individuals in our group – Spanish, Japanese and Australian, accompanied by a survey of our culturally diverse environment. Our group specifically focused on Japanese culture as it was distinctly different in its' culture of isolationism, we also chose to portray the significant influence of American news on the world stage. In doing so, we managed to convey the effect of different cultures on conflict reporting but also to showcase the effects of globalisation on what news we see. **1**

1 Table A: Communication. The Outcome and Explanation clearly meet the criteria for Level 4. There are a range of individual and national perspectives communicated in both the Outcome and Explanation.

Example Candidate Response – high, continued

This project has been a chance for me work with people from various different cultures, backgrounds and experiences; in doing so, I have learnt much about the different cultural perspectives, my individual work processes, my strengths and weaknesses and what it means to work as a team.

Throughout our research process I consistently read a wide range of sources that exposed me to a **(2)** diverse mix of various cultural and societal perspectives. My work process within school and at home had allowed me to adequately research my own portion of work and enabled me to be able to bring new research, ideas, questions and present them to my group in the next class for their input. **(3)** In looking back to our video making process, I believe my method has been effective in finding and producing an outcome that hosted various cultural perspectives and definitive ideas. However, an unexpected obstacle that had challenged my productivity had been working in a group with a friend. This was most apparent in the beginning of the project as the distractions of working with a friend, **(4)** compounded with the lacking pressure of a set deadline left to me working less productively than I **(5)** would have wanted. We overcame this by creating our own structured plan of deadlines, which had **(6)** significantly improved my productivity and focus as a result. Perhaps if this had been done this **(7)(8)** earlier we would have been able to allocate more time to perfect lacking elements of our outcome. **(9)**

We had set out to create an outcome that would address the issue of conflict underreporting which would provide various perspectives and solutions applicable to the students of our class. I believe that the outcome had been effective in not only in providing distinct cultural perspectives but also allowed my classmates to examine the real-world implications and consequences through our use of **(10)** a case study. Our goal of an ideal outcome would have been a highly concise and strictly - informative video which we believed would have been the most effective way of raising awareness

Examiner comments

(2) Strength of own work processes.

(3) Strength of own work processes.

(4) AO2: Challenge of working as a team.

(5) AO1: Limitation of own work processes.

(6) AO1: Strength of own work processes.

(7) AO1: Suggestion to improve the outcome.

(8) Table C: Own work processes. Both strengths and weaknesses are clearly presented as the impact of own work processes, and are analysed. Personal skills used are presented, but not analysed. Examples could have led to mark above Level 3. The suggestion for improvement is appropriate and well reasoned.

(9) Table D: Performance as a team member. There is sound reflection on the strengths and weaknesses of own performance as a team member, but the evidence provided lacks the detail required for it to give us insight into the process, so Level 3 is awarded.

(10) AO1: Strength of the Outcome.

Example Candidate Response – high, continued	Examiner comments

of the issue to the class. However, in looking back on our project I believe there are many improvements that could have been made. Due to the many limitations of skill, time and experience, our video had a few noticeable errors such as inconsistent and low-quality audio, odd looking (11) animations and most importantly, was far too long. Overall, I believe our outcome has sufficiently (12) achieved our project aim along with providing solutions applicable to the class; in order to maximize the effectiveness of our outcome we would have to cut down on less relevant information and adhere to keeping our project as concise as possible. (13) (14)

In learning about the various perspectives of the issue, I had been able to understand the nuances that affects whether the general population and media of a nation pays attention a conflict. A persons' culture that they associated with and the ideas that come along with them are essential in determining whether a regular consumer of news feels empathy towards those affected in the (15) conflicts. An American person may feel disconnected to a devastating conflict in the Democratic Republic of Congo as compared to a bombing in France as their cultures are much more similar and thus more familiar than when compared to someone in Africa. Furthermore, I had been able to explore two distinct ideas which were the unique isolationism of Japan and their culture, compared to the globalising influence of American news and perspectives and its significant impact on news reporting on the world stage. (16) (17)

This project was quite difficult for me as it challenged my ability to work as a team – a task that I am not as confident in compared to an individual project. This task has allowed me to completely (18) transform my own work process, in which I no longer saw team research as a task that would be divided and finished as individual parts but rather a process which allowed each persons' individual knowledge and research to be combined into a multitude of ideas. In my time working in this team I (19) was able to recognize the necessity of a set schedule for our tasks, this made it clear what was (20) needed to be done and would greatly increase productivity. Throughout our work process I found myself slowing down to explain concepts or tasks to teammates through many various methods, (21)

Examiner comments

(11) AO1: Limitation of the Outcome.

(12) AO1: Strength of the Outcome.

(13) AO1: Suggested improvement to the Outcome.

(14) Table C: Full and in-depth analysis of the strengths and limitations of the Outcome in achieving the aim.

(15) AO3: Key personal research findings.

(16) Table D: Learning about perspectives. There is clear learning about different cultural perspectives, both individual and national. However, the framing of the reflection makes it clear and appropriate, rather than insightful, therefore at Level 3 is awarded.

(17) Table E: Personal research findings. Research findings are presented. An additional sentence to give depth to the last sentence in this paragraph would have meant that a mark above Level 2 would have been awarded.

(18) AO2: Challenge of working as a team.

(19) AO2: Insightful reflection on overall learning from the project.

(20) AO2: Strength of own performance as a team member.

(21) AO2: Strength of own performance as a team member.

Example Candidate Response – high, continued

from diagrams, text, translation and examples, helping me recognize the importance of communication.

By doing this project I have learned about my capabilities to work with unfamiliar people. In working with language barriers, I was able to cope well in helping teammates who did not understand and help direct them in their work and communication in the group. From this group project, I believe my strength has been the ability to lead and organize our team, either that be in directing discussion or assigning tasks. However, I also learned about my weaknesses as a group member in that I do not work as effectively in a group - I had found myself occasionally working individually without discussing with the group and not communicating outside of class as frequently as I should be. It is something that should be worked on by actively communicating the ideas and question that I have in my mind to my peers.

In reflecting back on our time spent doing this project, I believe we have achieved what we had set out to do. My time working in this group has allowed me to further develop my ability to effectively work as a team, through communication, coordination and critical thinking. By creating our outcome, we were able to explore and combine the many cultural perspectives from our research and own experiences. In despite of the many improvements that we could have made, I believe our project had been a success in producing an effective outcome which hosted many cultural perspectives, opinions and solutions.

Examiner comments

22 AO2: Strength of own performance as a team member.

23 AO2: Strength of own performance as a team member.

24 AO2: Weakness of own performance as a team member.

25 Table D: Performance as a team member. Clear and sound reflection on the strengths and weaknesses of own performance as a team member. Level 3 is awarded.

26 AO2: Reflection on overall personal learning (about teamwork).

27 Table D: Overall personal learning. The understanding shown in this reflection has had an impact on the candidate that will change future practice. The reflection gives insight into the learning, so Level 4 is awarded.

28 Table D: Benefits and challenges of working as a team. Some reflection on the benefits and challenges of working as a team were found to be woven through the report. There was little focus on the issue and therefore the reflection could not be awarded above Level 2.

29 The use of examples could have been strengthened to give insight in some areas of the assessment criteria. However, the work was found to be balanced and well presented.

Example Candidate Response – high, continued	Examiner comments
Bibliography 30 Gathara Patrick. "If western journalists get Africa wrong, who gets it right?" theguardian.com, The Guardian. 24th January 2016. Web. 20th Oct 2017 Gibson, Steven. "Impact of Communication and the Media on Ethnic Conflict" IGI Global. Google Books. 22nd December 2015, Web. 20th October 2017 Guest Iain. "Rape in Congo is not a myth – if anything, it is under-reported" theguardian.com, The Guardian. 21 November 2012. Web. 15th Oct 2017 Haque Nicolas. "Under-reported: Sierra Leone's overflowing morgues" Aljazeera.com, Al Jazeera, 24 August 2017. Web. 15th Oct 2017 Hawkins Virgil. "Stealth Conflicts: How the World's Worst Violence Is Ignored" Routledge. Google Books. 5th December 2016 Web. 20th October 2017 "Suffering in Silence: The 10 most under-reported humanitarian crises of 2016" reliefweb.int, CARE. 17th January 2017. Web. 20th Oct 2017 Turner, Doctor T. "The Congo Wars: Conflict, Myth and Reality" Zed Books ltd. Google Books. 1st January 2010 Web. 18th Oct 2017 "What Makes a Story Newsworthy?" mediacollege.com, Media College. Web. 15th October 2017 Bajraktari Yll. "The Role of Media in Conflict" usip.org, United States Institute for Peace. 1st June 2007, Web. 18th October 2017 Whiting, Alex. "Under-reported conflicts seen affecting millions in 2015" Reuters.com, Thomson Reuters, 30th January 2015 Web. 15 October 2017 31	30 Table E: Citation and reference and structure. Citations are in the correct place, supporting the personal research to serve the project. The range of sources used is impressive in both its breadth and range. The Reflective Paper was found to be very well-structured, cohesive and comprehensive. 31 Table A: 4 marks Table B: 6 marks Table C: L4, L3, L4, L3, L4 – 18 marks Table D: L2, L3, L3, L4 – 19 marks Table E: L4, L2, L3, L4 – 13 marks **Total mark = 60 out of 70**

How the candidate could have improved their answer

- The candidate should have used appropriate and thoughtful examples consistently.
- They should have given insightful reflection on the benefits and challenges of working as a team.
- There needed to be clear, insightful reflection on what had been learnt about different cultural perspectives.
- Key personal research findings should have been clear and consistent.

Example Candidate Response – middle	Examiner comments
A transcript of the video Outcome submitted by the candidate has been provided below. **Outcome Script** **Poem 1** *Performed and written by candidate 0010* Here's to every insecure teen and their insecurities. If confidence is key, then our doors are locked. And we are left on the floor, against the door, lying, crying, slowly dying but never giving in. We post pictures and compare our compliments, Even though it only makes us confident in our incompetence And the fact that we'll never be good enough Or that there is nothing on our face worthy of love. Here's to us, who want to fit the mold so badly We started cutting away pieces of ourselves Maybe even consider actual cutting Because plastic surgery would be better than what I see Every time I look into the mirror Do I even need to make myself clearer? I've had enough of loathing how I look and who I am For not looking like those girls on instagram I am lying on the floor and I don't know how to get up, fighting a battle I know I will lose and suddenly that noose above my head doesn't look so bad. But as I said, I will not give in Won't let that voice inside my head win, Because this poem ain't a plea for mercy, it is a call to arms. I don't care if I'm losing my battle I will stand up to help win yours. So here's to us insecure teens and our insecurities We can fight our battles together.	

Example Candidate Response – middle, continued	Examiner comments

Poem 2
Performed and written by candidate 0011
 	
Perfection is an illusion.
Chinese people need to be tall and skinny,
Big ▮, big eyes, pointy chin, pointy nose, very pale, almost white, how lucky am I
that I'm not living in Asia
 	
Perfection is an illusion.
In South Africa all you need is a bubble ▮
Plus a pair of ▮ that's actually visible, femininity, traditional face paint and accessories,
      a 0.8 waist to hip ratio, and
a dark skin, because without that I'll never fit in
Fortunately, South Africa is not my home
 	
Perfection is an illusion.
Australia is quite accepting, but
everybody should be tall and skinny, why does that keep coming back, because this is really
      just not who I am
But I am not Australian
 	
Perfection is an illusion.
South America might be doable,
because the whiter the better and I am white…
But I will need dark hair too, a curvaceous body, slim but thick, ▮ and ▮
Forget it, I don't belong in South America
 	
Perfection is an illusion.
Let's go to North America then, because all I need is a clear and smooth skin,
Including long, blonde hair, a white colour, but a tan, thick lips and have I already said
      something about my hips? I should also be a makeup star and
Okay nevermind, even though I came far
North America might just not be the perfect place for me,
     Again
 	
Perfection is an illusion.
Because in Europe, I will have to be beautiful right?
It's my own continent…
But again, there are the demands, the standards, the way people have to be
     White, tall, thin, blonde…
 	
I don't fit in, in my own country, nor in any other one, because
Perfection is no illusion, the world we live in is.	

Example Candidate Response – middle, continued	Examiner comments

Poem 3
Performed and written by candidate 0002
 	
Beauty is about opinions.
Once somebody told me my ribs looked strange
and I never looked at them the same way
      Again
 	
Beauty is about opinions.
We live in a world where happiness is defined by your number of likes and followers mean more than actual friends.
The comment section will reveal whether that was worth posting
and your viewer to like ratio is more important than the daunting shadow
surrounding your soul
 	
I once read somewhere that beauty is subjective.
That you can be found beautiful by
      Anyone
            Anywhere
                  Anytime.
 	
But beauty is not about opinions.
It is about plumping, padding, pushing,
Your own limit.
It's about fitting the mold and staring endlessly into the mirror knowing that you will never actually fit.
 	
Beauty is about opinions.
About your friend complimenting your hair even though your outfit sucks.
About your teacher telling you that you can accomplish anything you set your mind to. (you add the "except becoming a victoria's secret angel",
but you love the teacher anyway)
 	
Beauty is not about opinions.
It's about returning all the negative back to it's sender and turning off your instagram feed.
It's about looking in the mirror and not faking a smile or
sucking in your belly until you can't breathe.
It's about attracting positivity and radiating it outwards.
It's about letting the sun shine on your flaws and imperfections and most of all
Your Heart.
It has been longing for it for so long.
 	
Beauty is about opinions.
But there's only one that matters.
And that opinion is
      Your own.	

Example Candidate Response – middle, continued	Examiner comments
Poem 4 *Performed and written by candidate 0001* 'Oh girl, you look tired. Are you tired?' Well yes, I am tired. Tired of hearing that question, because it doesn't help me at all knowing you think I look tired, all it does is make me aware that I look like shit. Is what I would have said had I had more confidence. Instead I murmur a little 'Oh really?', pretending I'm not very much aware of the bags under my eyes right now, pretending I'm not wishing in my head I could do something about it right now, pretending as if that question didn't hit me as hard as it did. 'Yeah, you do. Are you stressed about something, is something up? Because you know you can tell me everything, like I can listen for hours, and I'm totally accepting you know.' Oh, I know you are but sometimes with *my* problems it's less about your acceptance and more about my comfortableness telling you. So, don't take this personally, but yes there's something up, I call it anxiety, and I don't really fancy telling you about it. Is what I would have said had people not been as easily offended as they are. 'Oh no, nothing wrong, don't worry about it. Just a bad night.', I reply as I keep the "secrets and other mysteries" box in my head and heart closed and put the lock back on it, making sure not one of them manages to escape. 'Maybe get some extra hours of sleep tonight, or like drink sleep well tea, do you know sleep well tea, I can buy you some if you want, maybe read some to get your brain tired, I can lend you a book if you want, I recently read a really nice one.' Oh no, I'm sorry, I can't do all those things tonight, I'll be too busy worrying about what else you have to think about me that you do not tell me. But oh don't worry about me, I have my friend anxiety to keep me company at 4am. Is what I would have said if I wasn't very good friends with anxiety. Instead I say 'Oh yeah, I will try that, thanks', making every bit inside me feel bad about how I'm basically lying to my friends, my friends who are only trying to help me, me the pretentious little fuck up I am. But hey, at least I stick to my branding. Pretentious in real life, even more pretentious online. #wokeuplikethis I write underneath a selfie in bed, the bed I went back to after having been preparing my makeup and hair for over an hour to make sure everything about me was pretty, elegant, appealing, charming, stunning, gorgeous, fake.	

Example Candidate Response – middle, continued	Examiner comments
But beautiful. #nofilter is what is written underneath a new selfie, the same selfie that went through at least 3 layers of Photoshop and I then spent ages trying to find the best colour scheme for and the best brightness, best saturation, best highlights, best lowlights, best shadows, best real me. No, let's use some more of this beauty filter. #picoftheday I type underneath a mirror-selfie, a selfie that I have at least 200 scrapped versions of, for example the one where I look fat, the one where you can tell I'm holding my breath, the one where my ▮ looks too small, the one where my ▮ looks too big, the one where my hair looks messed up, the one where my hair looks greasy, the one where I shouldn't care about this. No, let's take one more picture. #bestfriends is what is written underneath a picture of me and my friend, a friend with clear skin, shiny hair, a flat stomach, long legs, beautiful make-up, a great ▮ yet still a thigh gap, amazing clothes and a head that's looking up shining with confidence. Next to her you have me with zits on my face, frizzy hair, at least 3 fat rolls, stump legs, some paint smeared on my face, a small ass and no thigh gap, dressed in rags and a head that's looking down, breaking down under the weight of fear. The comments will say cute, goals, bae, beauty, love it, love you and a diverse selection of heart emojis. I will wonder what the comments would say if people were honest, but at the same time I don't want to know. Yet my brain will think and think of the all the insults and bad words it can think of that I would use to describe myself and those words aren't even somewhat close to the ones I see on my screen so how can I believe that the kind words on my screen are not lies. Ignorance is bliss but I'm not ignorant. You can call me many things, but ignorant is not one of them, I see our society as it is. A society in which your importance as a human is based on your follower count and the amount of hearts in your comment section. A society in which defining beauty standards is way more important than defining laws about human rights. A society that feeds us kind words like "beauty is on the inside" whilst subconsciously judging us for our looks, ethnicities and gender. But I ask you why? Why is beauty so important? Why would I even have to care if anyone but myself thinks I'm beautiful? Why does everyone have to have an opinion on if they think I'm beautiful or not? Why is the first thing people think after talking to me "I like her eyes, hair and butt"? Why isn't it "she seem passionate about the music she makes"? Why do I first have to get your approval for my looks before you start looking at my personality?	

Example Candidate Response – middle, continued	Examiner comments
So for all the people that do, for all the people that look at the way I look first, for all the people that judge me before even talking to me, for all those people, I hope they're at least beautiful on the outside.	

Example Candidate Response – middle, continued	Examiner comments
Text from the video Start video: Dutch adolescents on average spend 42 minutes each day on social media. Start video: Attaching excessive importance to your appearance is proven to have undesirable, negative effect on your mental health and overall well being. The use of social media goes hand in hand with the ginormous focus on appearance and dissatisfaction about one's own appearance. Global: Research shows that the use of social media and online self representation can influence several parts of people's self image. Adolescents who use social media more frequently show an increase of value added to their appearance, which subsequently causes them to be more inclined to want to undergo cosmetic surgery. These effects were shown equally across all genders, as was the increase in being unsatisfied with one's body. Cultural: Online self-representation causes self-objectification among women. However, this effect of public online self-representation only occurred among women who were previously exposed to appearance-centered media (which, on itself, has no influence on a person's perception of themselves). The expected objectification here probably caused the self-objectification. On the other side, appearance-centered social media offers control on the self-representation that face-to-face communication doesn't. This can lead to a more positive expectation of how their are perceived by others. This positive effect does beg the question: does it work this way for everyone, or is this a 'rich-get-richer' phenomenon? National: More frequent use of social media predicts an increase in importance attached to own appearance and dissatisfaction of own appearance, which are both negatively related to the wellbeing of adolescents and form important risk factors for the development of mental problems like eating disorders and depression. Moreover, adolescent who add a lot of value to their appearance spend more time, energy and money on their appearance, which can come at cost for their academic development and physical health. *Source: Mw. D.A. de Vries: Social Media and Online Self-Presentation: Effects on How We See Ourselves and Our Bodies. (2014)* (1)	(1) AO3 marks for citation and referencing of sources are for the Reflective Paper, not the Outcome or Explanation.

Example Candidate Response – middle, continued	Examiner comments
Explanation Session: *MAY 2018*　　　　　　School code: ▊ Candidate session codes: *0001, 0002, 0010, 0011* Subject: *IGCSE Global Perspectives* Component: *Team project explanation of outcome* Title of report: *What is the effect of social media on the self image of teenagers?* Topic: *Tradition, culture and identity* - **Explanation GP** We chose to present our outcome in the form of a short video with spoken-word poetry about the feelings one might experience when they struggle with body image and self-esteem. We chose to use poetry, because we wanted to challenge ourselves and try to portray and convey feelings in a rather powerful and unique manner. If we managed to impact the people watching the video, this would help us achieve our goal of spreading awareness about the topic. The outcome explores different aspects of the topic "body image", with each poem written from a different perspective. For each perspective we searched for information relevant to that perspective and used that research as the backbones of the poems. The first one was written from a global perspective and tries to represent the struggles that teens all over the world experience, using examples we found whilst researching. The second poem was written from a global perspective too, but it was more focused on the cultural aspects of the topic. It includes information about beauty standards from all inhabited continents, showing that people from different backgrounds experience these problems differently. The third poem was created from a national perspective, addressing the mental toll social media puts on teenagers from the Netherlands. It was inspired by research and our personal experiences with the Dutch community. The fourth and last poem was written from an individual's perspective, was perhaps the most difficult to write, as we personally haven't experienced the struggles concerning our body image that we've learned some individuals have. Instead, we tried our best to put ourselves into those people's positions, and came up with this last powerful poem. **(2)** *(276 words)*	**(2)** Table A: Team elements. This is an unusual Outcome in that the voices of different people are heard through poems. The Explanation makes it clear that these are not the team members' own views/perspectives, but those identified from research. However, these perspectives are not clearly and fully communicated, holding the mark awarded at Level 3.

Example Candidate Response – middle, continued	Examiner comments

Reflective Papers

Session: *MAY 2018*   School code: ▮

Candidate session code: *0010*

Subject: *IGCSE Global Perspectives*

Component: *Team project reflective paper*

Title of report: *What is the effect of social media on the self image of teenagers?*

Topic: *Tradition, culture and identity*

Reflective Paper

We researched the question "What is the effect of social media on the self image of teenagers?" We presented our findings in the form of spoken word poetry, written from different perspectives, with information in the form of text between the poems.

Apart from planning our project and writing my own poem (which were two things that everyone in our group did), my most significant contribution to our group project was research. When the other three members were planning and brainstorming what we were going to do for the Outcome, I went to our school's computer room and started researching our topic. I eventually managed to get hold of one source, which was a summary of a research done by a student at the University of Amsterdam. Fortunately, this research had been written using multiple reliable resources and concerned almost exclusively what our group was interested in. This meant that, even though we only had one source, it was reliable and had the information we were looking for.

My other contribution to the group project was my own poem. For this, I found inspiration in the lines we were going to use for the Outcome. I intended for the poem and the research to fit into each other, the research showing the facts concerning the problem and the poem showing the emotion behind it all.

The other members of the group wrote their poems, each covering a perspective. Laura's poem focused on the cultural aspects of the problem, I focused on the research, whilst Puck and Eline took a more personal approach to show the more emotional side that this problem has. Once everything was put on paper, we started filming.

I didn't partake much in the filming process, and ▮ put together the video all on her own. I regret not having helped more in this area, but ▮ was the only one who had experience with editing videos. I do wish that I'd anticipated that ▮ had to put so much time and effort into making the video. That way we could've taken over some of her work in other areas of the project to help her.

That isn't however the only thing we as a group could've done better. The fact that we'd assumed our first draft of the video would be sufficient cost us, but mainly ▮, who had to put together a whole new video, a lot of stress and time. If we'd planned in more time to correct mistakes and started working on it earlier we could have prevented that stress. Apart from that, I'd say that the fact we've worked together as a team quite often helped prevent other difficulties. We're used to utilising each other's strengths and compensating our weaknesses. Our variety in skills and interests was a double edged sword however, as on one hand it helped us create things we couldn't have created on our own, but we couldn't just do whatever we wanted to do. Compromises had to be made. Although I find it more important that everybody is at least content with the Outcome, sometimes it is frustrating when things can't be done your way. During this I have learnt to make better compromises and have gotten better at finding another way to approach something from a different angle, like writing a poem instead of an essay to inform people.

Examiner comments:

3 Table D: Personal element. The candidate explains how own work contributed to the team effort and how research findings contributed to the outcome. Failure to recognise where help was needed in supporting the team, or to add balance to this section of the report, resulting in an award of Level 3.

4 This section is descriptive, mostly describing what members of the group did, which does not meet any of the assessment criteria. Towards the end, there is reflection on weaknesses of own performance as a team member (AO2).

5 The challenges of working as a team are more strongly stated than the benefits. There is some balance from 'utilising each other's strengths and compensating our weaknesses', but this lacks the development expected in Level 3 work. Weak use of examples held the work back from higher marks.

Example Candidate Response – middle, continued

Apart from learning about teamwork and research skills, I also learned a lot about the issue we were researching. What shocked me most was the cultural aspect of this issue. Despite knowing that it was a issue teenagers from all over the world dealt with, it was very eye-opening to learn about what people perceive as beautiful across the world. Even though different parts of the world uphold a different beauty standards. An example: fair skin is popular in Asia, whilst in America it's seen as more beautiful to have tanned skin. It put my own issues and those of my friends into perspective and shows that we aren't alone in dealing with this, even though the effects of social media on the self image of teenagers were also quite shocking: ranging from a rise in desire for cosmetic surgery to increased risk factors for developing eating disorders or depression. **(6)**

If someone were to watch our video, I think we'd definitely achieve our goals of informing people and raising awareness on the issue of the effects of social media on the self image of teenagers. The video contains raw emotion as well as hard facts, which I think would cause quite the impact within the reader. However, since we aren't comfortable with putting our **(7)** video on the internet -which could mean we would've reached a lot of people- this will not happen. Although our **(11)** group's intentions and plans were good, a video can't have any impact if there's nobody to be impacted. **(8)**

Overall, I've learned to make use of each other's strengths when working in a team, and to plan in more time in upcoming projects in order to make everything more manageable. I've also learned a lot about not only the beauty standards around the world, but also the effect social media can have on those standards and the self image of teenagers. **(9)**
(876 words) **(10)**

Examiner comments

(6) Table D: Learning about different cultural perspectives. Learning about cultural perspective on the issue is clearly identified, with examples, representing Level 3 work.

(7) Table C: Evaluation of the Outcome. The report considers features of the Outcome that demonstrate what it does well and, more strongly, what makes it impossible to reach the team's aim of spreading awareness. There is some analysis of the strengths and weaknesses of the Outcome and hence, Level 2 is awarded.

(8) AO2: Benefit of teamwork.

(9) Table D: Reflecting on overall personal learning. Learning about working with others and developing strategies to make team work effective was brief but strong, fitting in to the work presented appropriately. This, supported by the conclusion, is representative of Level 3 work.

(10) The work has structure and there is mostly clarity between personal and team elements. Level 3 was awarded. Personal research findings lack development.

(11)

Table A: 3 marks
Table B: 6 marks
Table C: L2, L1, L2, L2, L3 – 10 marks
Table D: L2, L3, L3, L3 – 17 marks
Table E: L3, L3, L1, L1 – 7 marks

Total mark = 43 out of 70

How the candidate could have improved their answer

- There would have needed to be evidence of what the candidate found out through research.
- The candidate would have needed to reflect on how the candidate personally changed as the result of the work, whether this was in attitude or behaviour.
- Appropriate, thoughtful and consistent use of examples.
- Failure to identify in the report the need to support the team.

Example Candidate Response – low

Video outcome has been removed to anonymise content. Video transcript has been provided below.

Introduction

We decided to contribute in commerce day stalls to learn about different cultures and traditions, how they impact modern society and achieve our aim.

Our aim

To raise awareness on different culture that clash with modern society and struggle to maintain their unique identity.

We took a series of photos and made audio recordings based on the countries we participated in, giving cultural perspectives on them in accordance to our aim and issue.

Let's begin with the recordings to express our knowledge on the issue.

Candidate 1's recording

The Pakistan stall

Globalisation has an impact on national cultures and Pakistan is no exception. The young generation of Pakistan don't know how to speak their own language. This is the case for many ancient cultures. A lot of this could be because the immigration rate is very high as many families leave their country in hope for better education, job opportunities and in general facilities. The cities in Pakistan have been with fast food chains like McDonald and KFC, this is slowly replacing national foods like rice. However Pakistan is the fourth largest producer of rice in the world and that is why cuisines are mainly made of rice. Pakistani music is also affected by western cultures. For example the Pakistani band Jonoon, their managers, Salman Ahmad, got inspired by English Rock Band, Javlin and he is also inspired by bands like Pink Floyd and U2 and that he wrote his songs.

Candidate 2's recording

The Iranian stall

Hi. My name is .... and I am going to talk about Iran. Iran in many ways is more in pace with modern society for adding new recipes and tastes, multiple languages, architecture, poetry etc. The other countries they are adapting to now is China and UAE. Though Iran affects so many cultures that does not mean that it is not object to what modern society has to give to them. Their government reacts accordingly such as to ban to boys/girls mixed schools, alcohol, woman to wear scarfs etc. Conclusion is that Iran and other cultures are affected by modern society but manage to retain their unique identity in the globe with their tradition. Thank you.

Evaluation of Project Outcome

We made a video as our outcome to show different cultures and traditions positively. The video was, I think, a good idea. In the video, we talked about different cultures such as that of Pakistan. The video came out good. Audio recordings were made as well talking about different countries and their cultures and traditions. The audio recordings were clear and understandable. We had also set up stalls to show and raise awareness about the cultures and traditions of different countries by displaying the different traditional foods and clothes of those countries, some of those countries were Pakistan, India and Iran. **(1)**

I think the idea of making a video was good and the crowd during the event was interactive. However, it would have been better if we also had carried out a survey to take feedback asking audience what their favorite food of a particular country was and what they liked about each country in general but we did not have enough time, unfortunately. We were only able to take a verbal feedback which wasn't effective enough. **(2)**

Examiner comments

(1) Table C: Use of examples. One strength of this work is that it is clear from the beginning that the event was real and that comments in the Reflective Paper are based on the candidate's own feelings, meeting requirements for Level 3.

(2) Table C: Evaluation of Outcome. As candidates have invested time and thought into their Outcome, they are often unwilling to criticise it. However, in order to achieve marks above Level 1, candidates need to evaluate their outcome by considering its weakness in relation to their aim. This candidate has not considered any limitations of the Outcome and so is unable to score above Level 1.

Example Candidate Response – low, continued	Examiner comments

Evaluation of own work processes, contribution & learning:

③ I always able to research about Pakistan and talk about it in an audio recording. I was also able to click pictures of the different stalls that were set up to show different cultural perspectives. Fortunately, I worked with some Pakistanis at the stall and was able to learn about the Pakistani ④ currency which is the Pakistani Rupee. I was also able to find out about the national language of Pakistan is Urdu. Working in the Pakistani stall helped me improve my communication skills as I was given an opportunity to work with different types of students from different cultures. I liked how the Pakistanis talked as well. I also learned to accept people from different places and backgrounds as I worked with them. Tasks were divided so each one got something to work on. Since I managed money at the stall, it helped me learn how to deal with finance properly. ⑤

I was able to contribute when I gave suggestions to ▉ on how to improve the video when he was struggling to start. My idea helped him. I also worked together with ▉ and stuck some of ⑥ the pictures of the photo collage. During the International day, I also contributed by taking pictures.

I feel that collaborating with other schools would have enabled us to add more cultural perspectiv⑦ of more countries since this is a very vast topic.

Examiner comments:

③ It would be better for the candidate to consider each of these separately to ensure that they are all covered.

④ Table D: Reflection on overall personal learning from the project. There is an element of clear and appropriate reflection (Level 3) on improving communication skills because we are given the 'how', this was achieved. Making this insightful would have required examples of this learning being reflected upon. Similarly, we are told that learning about handling finance properly was possible because of the task allocated being detailed. Making this insightful may have seen comment on how this changes the candidate's knowledge. Also, that accepting other cultures was strengthened by the context of the event required additional comment for it to be a Level 4.

⑤ Table D: Reflection on learning about different cultural perspectives. This was certain to be at least one piece of learning about cultural perspectives/views/ opinions. However, the candidate has not made this clear. We need to know what the perspective was and what it was about. Making learning about different cultures insightful would have required more about, for example, how the Pakistanis talked, especially if this was about their passion for their traditions that made the clash of cultures difficult for them i.e. giving insight into the candidate's learning perspectives. Level 2 criteria has been met.

⑥ AO2: Strengths of own performance as a team member.

⑦ AO2: A suggested improvement to the Outcome.

Example Candidate Response – low, continued

I wanted to conduct a quiz on the cultures and traditions of Maasai people, and Iran but I couldn't due to the noise level at the International day. It was nevertheless, a good idea and this was part of my personal research which helped me learn a lot. I personally learned cultural facts about Iran when I was researching on the internet and about women education in Iran and Pakistan as well. (8) (9)

I wanted to find out if some countries shared the exact same cultures and traditions but I had lacked the time to do so, unfortunately. (10)

Through my individual research, I found out that Pakistan was very famous for its colorful truck art as well (11)

Team work:

We worked well as a team. However we were a bit slow to start with. We had to come up with ideas which took time and we used a log book to record our meetings. At first, we would miss our meetings during the break but over time, we planned out a scheduled and stuck to it. ■ worked on the video and I shared my suggestions and ideas on the video and he also gave me suggestions and ideas too so the communication improved over time as well. We were able to assign tasks to each other well. We both worked our audio recordings and we both made a photo collage successfully together. We had both decided to collect pictures for the photo collage and we both collected half of them each so this task was done together. It took us a lot of time to do so though. Although, making the photo collage was time consuming, the audio recordings were very clear and came out pretty good at the very first attempt. For example, I noted down roughly what I had to record on a paper then I spoke instead of memorizing so it saved time. (12) (13) (14) (15) (16) (17) (18)

Examiner comments

(8) AO1: Suggested improvement to the Outcome. There are no suggestions to improve own work processes so Level 1 is achieved for this criterion.

(9) Table E: Personal research findings. There is evidence that the candidate learned something from research, but the learning is not made clear. As it is currently written, Level 1 would be awarded. Level 4's requirements for clear and consistent learning would be met if the candidate stated e.g. what was learned about women in Pakistan and Iran and what was learned about education in Pakistan and Iran in the same format. On a general note, candidates should maintain focus on the title of their project, in this case, the clash between traditional and modern.

(10) AO1: Weakness of own work processes (i.e. time management).

(11) A personal research finding but lacking detail.

(12) AO2: Challenge of teamwork.

(13) AO1: Strength of own work processes.

(14) AO3: Some personal learning here about how to organise teamwork.

(15) AO2: Strength of performance as team member.

(16) AO2: Benefit of teamwork.

(17) This paragraph is quite descriptive. It is outlining what the group members did rather than evaluating or reflecting on what was good or bad about it.

(18) AO2: Strength of own performance as a team member.

Example Candidate Response – low, continued	Examiner comments

We made deadlines to each other but sometimes would not follow it. We had set up stalls together as well and bought items we needed to sell. However we had to buy lots of items which proved to be expensive, time consuming and very tiring. We were able to sell lots of cultural items during the event and noted each sale down in a book successfully. Managing money from the sales during the International day helped us learn how to deal with finance properly. [20]

I was able to take pictures during the International day. I also wanted to take quiz related to cultures and traditions but the area was very noisy and the microphone wasn't working. I had prepared the questions to ask. Our group, on the other hand wanted to make a presentation with animations for our younger audience but sadly we lacked the time needed to do it. Nevertheless, I feel we did a good job as a team, but, had we not used up lots of time in the beginning of the project, we could have done a lot more. [21]

We as a team, researched and noted down what we had to include in our research which made it easier for us to work.

Unfortunately, two members of the group, ▬▬▬ and ▬▬▬ left us in December 2017.

Overall I enjoyed working with ▬▬ a lot. [22]

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[19] AO2: Weakness of own performance as a team member. There are strengths and 1 weakness; this is not balanced so Level 2 is awarded.

[20] AO2: Personal learning.

[21] AO1: Limitation of own work processes (time management). There is 1 strength and 1 limitation of own work processes altogether so Level 2 is awarded.

[22] Table E: The citations are in the correct place, attached to the research that was undertaken by the individual. Too many of the resources used are quick fact sites rather than journals that could contribute more in the way of learning about cultures now and in the past. Level 3 criteria has been met. The reflective paper is generally well-structured and covers all of the assessment areas, meeting Level 3 criteria.

There is confusion between team elements and personal elements, meeting Level 2 criteria.

[23]

Table A: 2 marks
Table B: 2 marks
Table C: L1, L2, L2, L3, L1 – 9 marks
Table D: L2, L2, L2, L3 – 13 marks
Table E: L3, L1, L2, L3 – 9 marks

Total awarded = 35 out of 70

How the candidate could have improved their answer

- The candidate needed to give full and in-depth analysis and evaluation of the limitations of the project outcome in achieving the project aim.
- The candidate should have given clear, insightful reflection on what had been learned about different cultural perspective with examples.
- There should have been clear and balanced reflection on the strengths and weaknesses of own performance working as a team member.
- The candidate should have used journals that could contribute to learning about cultures rather than websites that present facts.