

Cambridge IGCSETM Global Perspectives (0457) Cambridge O Level Global Perspectives (2069) for examination in 2018, 2019 and 2020 Guidance document for Component 3 - Team Project

For this component, learners work collaboratively in teams of two to five members to plan and carry out a project. The project should follow the process outlined below:

The team chooses a topic from the eight topics outlined in the syllabus.



The team explores different **issues** within the topic and decides on an issue to focus the project on.



The team researches different cultural perspectives on the issue. This research can be primary (e.g. interviews/questionnaires) or secondary (internet or library research). Each member should keep a record and summary of the research they complete and present this in their Reflective Paper.



The team then draws on their research into different cultural perspectives on the issue in order to set an aim and plan a course of action to address the issue; for example to raise awareness about the issue, to educate people to change their behaviour, or to raise funds for a charity working to solve the issue.



The team decides on the best way to record and present the action they have completed. This will be their **Outcome**. The Outcome must communicate some of the different cultural perspectives researched be the team. This means that the Outcome must show clearly what different groups think about the issue.



The team should decide how they will evaluate how successful they have been in meeting their aim. For example, they may use a quiz or questionnaire after a presentation to measure how well they raised awareness. If they are raising money for a charity they could set a target and measure their success against this target.



The team collectively write the **Explanation**. This must explain the aim of the project, a description of the action undertaken by the team and recorded in the Outcome, and how the team's research into different cultural perspectives influenced the Outcome.



Each team member individually reflects on and evaluates the process in their Reflective Paper. The Reflective Paper should also summarise the research the learner conducted into different cultural perspectives at the start of the process.

Throughout the process, team members should be:

- meeting regularly
- setting targets and deadlines
- dividing and sharing work
- supporting each other with tasks
- keeping a personal log to refer to when writing their reflective paper

Throughout the process, teachers should be observing teams and discussing the process with learners. At the end of the process, teachers will need to award the team a mark for collaboration. Teachers should take into account how well the team:

- coordinated and planned work
- divided tasks fairly and sensibly
- solved problems they faced
- resolved conflict
- encouraged and supported each other
- communicated positively with each other

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