

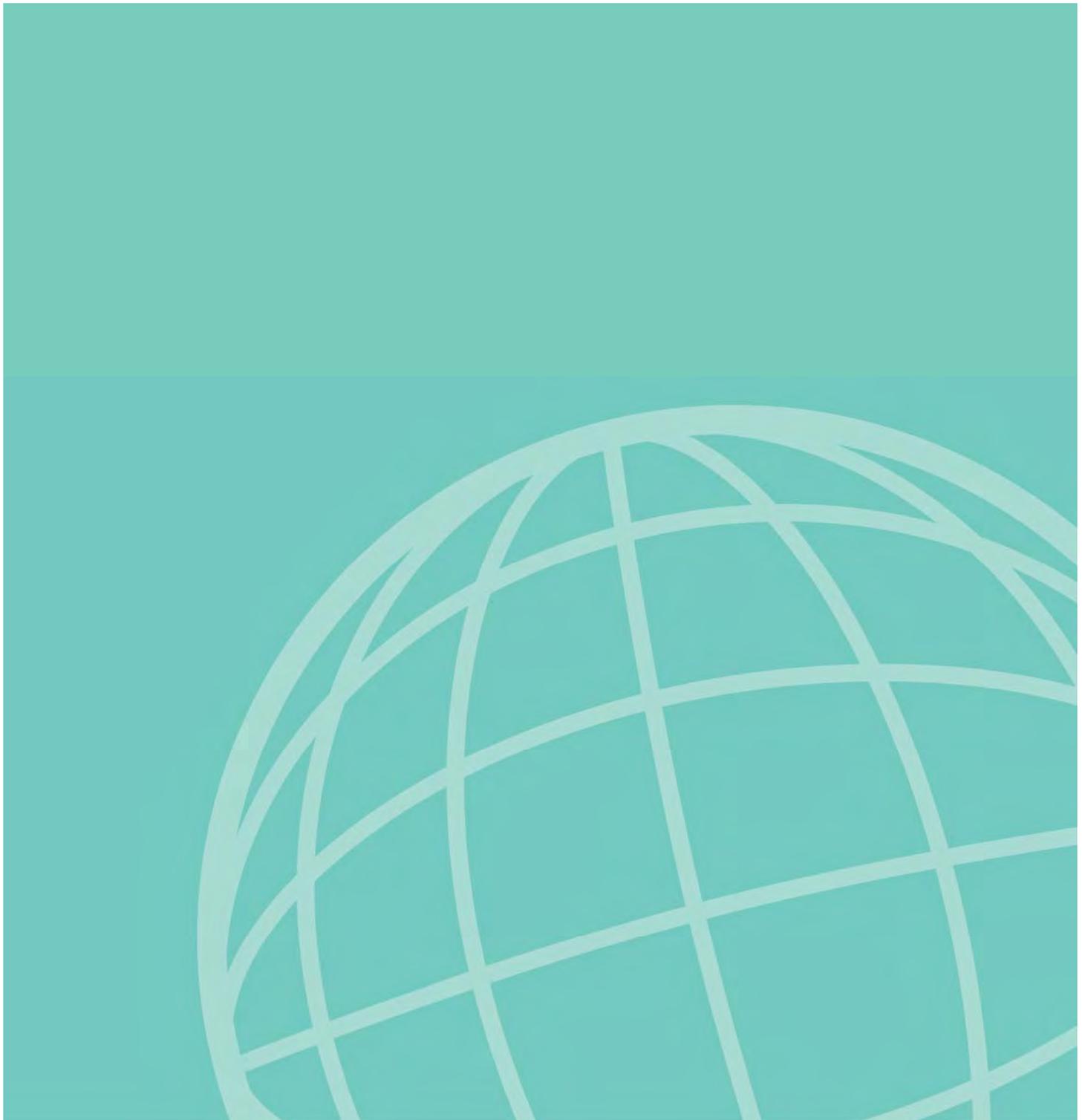


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# Cambridge IGCSE Global Perspectives

## Portfolio Guide



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# Welcome to Cambridge IGCSE Global Perspectives

Welcome to Cambridge IGCSE Global Perspectives and to this **Portfolio Guide**. Our intention in this guide is to answer any questions you may have about the Portfolio element of the Cambridge IGCSE Global Perspectives course.

In **Section A**, we look at how the Portfolio fits into the Global Perspectives course, its structure and how you, as teachers and facilitators, might approach developing the skills your students need to successfully complete their Portfolio successfully and thereby achieve the learning outcomes.

We also consider how you might encourage your students to build up their Portfolios so that their work takes shape over the duration of the course and they are not just rushing to complete it at the last minute before the submission date.

In **Section B**, we look more closely at the Assessment Criteria and what you need to consider when assessing and submitting work for moderation.

In **Section C**, you will find ideas and examples from the 16 Areas of Study to give you and your students further guidance on how to compile their Portfolio.

# Section A: Overview of the Portfolio

## Aims of Cambridge IGCSE Global Perspectives

Cambridge IGCSE Global Perspectives aims to develop:

- Independent, active students who are empowered to take their place in an ever-changing, information-heavy, interconnected world.
- Students who have an analytical, evaluative grasp of key world issues, their causes, effects and possible solutions.
- Students who inquire into and reflect on issues and collaborate with others to find solutions.
- Students who direct much of their own learning with the teacher as facilitator.
- Students who consider important issues from personal, local and global perspectives and who understand some of the links between the personal, local and global.
- Students who critically assess the information available to them and develop lines of reasoning.
- Students who have a sense of their own, active place in the world.

Many of these aims will be met when undertaking the work for, and building, the **Global Perspectives Portfolio**.

## Focus of the Portfolio within Cambridge IGCSE Global Perspectives

In the Portfolio, the focus is on the transferable skills of:

- Research.
- Developing lines of reasoning.
- Consideration of a wide variety of perspectives.
- Reflecting on own circumstances.

Further clarification on what we mean by these is given in **Section B**. It is important to realise that, whilst necessary to complete the portfolio, little credit is given for the amount of research done and information presented. What is more important is the quality of personal reflection in response to the information researched.

## The requirements for the Portfolio

The Portfolio carries 50% of the total marks for IGCSE Global Perspectives and it is teacher-assessed on an individual basis. A sample of Portfolios from a Centre is subsequently moderated by CIE.

As stated in the syllabus, the requirements for completion of the Portfolio are as follows:

- Four studies are carried out (2 at Basic level and 2 at Extended level).
- The assessment criteria are visible in the work (NB. Credit is given for the quality of personal reflection and response to the facts and information collected).
- There is some extended writing.
- The word length of each study is between 1000-1500 maximum (Basic studies) and 1500-2500 maximum (Extended studies).
- It is stored and submitted electronically.
- Students complete a self-evaluation form to reflect on the development of their ideas and understanding. An example of this is given in **Section C** of this guide.

## Structuring the Portfolio study

Different teachers and Centres may structure the Portfolio study in different ways. From the 16 Areas of Study, you may only want to choose six, which you will look at from a variety of perspectives and spend a lot of time on each one over the course of the programme. (It is worth noting that it is expected that the Portfolio will take approximately 80 to 100 hours to complete including work done both in and out of the classroom). From these six, your students then choose **four** for their Portfolio study and **one** for their Project.

You may feel that six is rather limited for the range of interests you have in your group, and choose 10 of the Areas of Study. Remember, it is not the content that is important, but the skills which are acquired when studying these areas that are important and the application of these to any topic – the transferable skills. You may spend less time on more topics, but still need to develop the skills your students need to complete their Portfolio and the rest of the course. If you choose to study more topics, your students can have a greater choice of the areas they choose for their Portfolio.

To ensure you cover the assessment criteria you may wish to follow this suggested structure for each of the topics you decide to choose:

- Identify the area your students are going to study and get them to set a question, which can be answered in the rest of the work.
- Encourage them to give reasons for the choice of the topic/question. It may be a topic they are particularly interested in, or be about something that is happening in the world at the time or something that affects their family or community.
- Allow time for them to **research**, ensuring they gather information from different perspectives/sources. There is a useful list of sources/websites on the CIE Teacher Support website.
- Guide them in **presenting** the issues/information, showing **different perspectives** and the possible impacts at personal, local/national and global level
- Show them how to **analyse** and **evaluate** the information, highlighting and ranking the key elements.
- Ask them to **predict possible** (future) **scenarios** and **evaluate** the likelihood of these scenarios and any effects.

For the Extended study, your students also need to

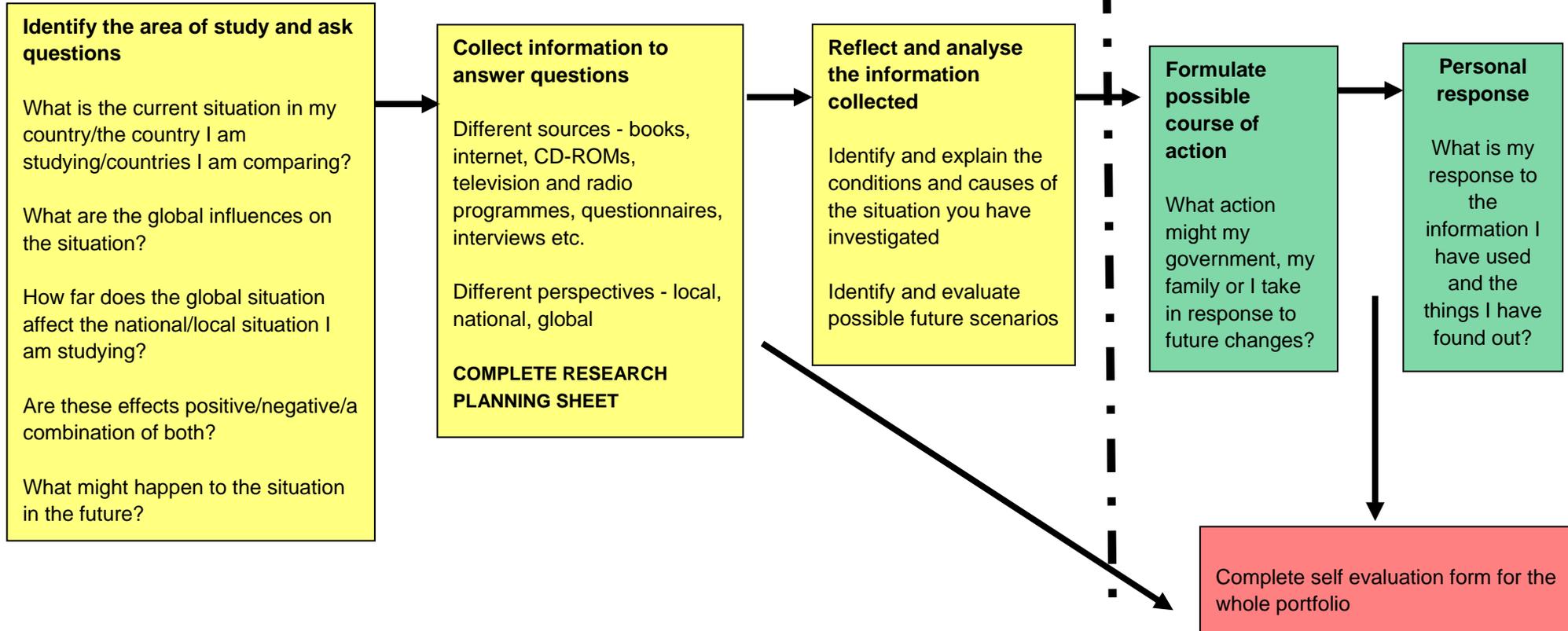
- Identify possible **course/s of action/solutions**, which may or may not be successful.
- Provide a **personal reflection** on the issues, clearly showing their understanding of the information collected.

The Portfolio planning diagram (Figure 1) summarises the steps for both the basic and the extended studies and can be used as a useful reference.

**Figure 1 - Portfolio planning diagram**

**2 x Basic study**

**2 x Extended study**



## **The role of the teacher/facilitator**

The emphasis on active learning and creating independent learners is clearly stated in the aims of the course, but this does not mean that the teacher has no role, nor does it mean that he/she will not be needed to support and guide students throughout their studies.

It's important that you, as the teacher/facilitator, help your students understand what the task they are doing is about and how they might go about collecting, selecting, questioning, reflecting on and presenting personal, local/national and global perspectives. You will need to develop their organisational skills and stress that all the research undertaken and work produced, once drafting has begun, must be their own. There is more guidance about plagiarism in **Section B**.

You may of course help your students to find and refine a suitable question/issue and to identify the main issues, different perspectives and possible courses of action in their chosen area. You may not, however, do any of the research for your students, prepare or write any notes or drafts for a student's Portfolio, correct, suggest corrections to, or identify shortcomings in any part of a student's written/electronic Portfolio notes or drafts or prepare any part of a student's Portfolio.

By developing your own skills, you will be prepared to develop those of your students. The skills needed by teachers and students are listed below:

### **Planning**

By planning how you might deliver a topic from the 16 Areas of Study, you can demonstrate to your students how they should go about planning their 4 studies – the sample Lesson Plans in the **Teaching Guide** can help you with this, especially when embarking on this type of teaching for the first time. You can explain why you chose to deliver that topic at that particular time (something may have happened in the news in your country that triggers an interest in that particular area). Helping individual students put together a plan for their work at the start will reap rewards as students are clear about what they are trying to do from the outset (see the Student's Planning Sheet in **Section C**).

### **Organising and managing**

You will need to organise and manage your student's production of their Portfolios by providing deadlines, helping students to set short-term goals, and managing their progress.

You will need to ensure that students are directing their own learning appropriately and showing them how they can organise and manage their work and themselves.

### **Collecting and selecting**

Whilst collecting information is important, you need to encourage your students not to spend all their time doing this and stress that selecting information from three or four sources is more preferable than spending time collecting information from too many sources so that information overload becomes a problem and they are unsure what to select. They should always bear their plan in mind and decide how and why a particular resource might help answer the question they have set themselves for that particular study. Teachers collecting resources can also take this guidance on board and once again teachers are encouraged to use the lesson plans provided by CIE.

### **Facilitating**

Not only will you be facilitating learning by making sure that equipment, rooms and internet access are available, you will also need to guide students in helping them to find out the answers to the questions they have, enabling them to become more independent learners.

### **Questioning**

One of your main roles will be to ask questions, which require students to think, and to use their skills. They too will be asking questions about their particular topics and trying to answer these throughout their studies. Key question words when undertaking the work for the Portfolio will be, *how, why, what, which, how do I know, what does this suggest*, etc.

### **Reflecting/evaluating**

In a course of this nature, students quickly become aware of their own strengths and weaknesses so it is important that you can encourage them to reflect on these strengths and weaknesses, to help the progression of their work. In fact, reflecting on the development of their ideas and understanding is essential for the completion of a self- evaluation form accompanying the Portfolio. You, as the teacher, assess the evidence provided on the form along with the rest of the Portfolio using the Portfolio Assessment Criteria in Appendix A of the syllabus. We advise you to encourage your students to keep a record of the development of their ideas throughout the course (e.g. web log, scrapbook, diary) to facilitate the completion of this form (an example of a completed self-evaluation form is given in **Section C**).

## **Presenting the Portfolio**

Presenting the Portfolio for assessment is the final step in the teaching and learning process. Presentations given by your students of the findings of their investigations will enable you to assess their work according to the assessment criteria and it will be clear which part of the work addresses each criterion. Try to encourage your students to avoid presenting their work as an essay and advise them to explore alternative ways of presentation, for example, as a poster or series of posters, a PowerPoint presentation with notes, some audio or visual content with some text, etc. Try also to encourage your students to be concise.

## **Assessing**

You will be providing formative assessment throughout the course. That is, you will make comments that show your students how they can improve their work. It is also good practice to share the Assessment Criteria with your students, enabling them to assess their own learning and identify how to access the highest marks they are capable of, so that their final mark does not come as a surprise to them. Once the Portfolios are complete, you will provide final assessment – more on this in **Section B**.

## Section B: Assessment

One of your roles as teacher/facilitator is to assess the final Portfolio submitted by individual students. The assessment criteria from the syllabus are given here and further guidance on what is meant by the criteria is provided to enable you to share and explain these criteria to your students, so that they know what they are aiming to achieve. The words in bold are key when looking at which band to award for each criterion.

### Portfolio assessment criteria

A total of 100 marks will be available for the Portfolio, which will contribute 50% of the final mark.

Marks should be awarded, for each area of study considered, against the following headings:

Criteria	Total mark available	
	Basic study (2 areas)	Extended study (2 areas)
Gather information, representing <b>different perspectives</b>	6	6
<b>Analyse</b> issues within the area of study	6	6
Identify and <b>evaluate possible scenarios</b>	6	6
Formulate possible <b>courses of action</b>	–	6
Develop evidence/criteria-based <b>personal response</b> , demonstrating self-awareness	–	8

Marks will be awarded against each criterion using the following level statements.

## Portfolio criteria

	Marks			
	Band 1	Band 2	Band 3	Band 4
Criterion	1-2	3-4	5-6	7-8
Gather information, representing different perspectives	<b>Limited</b> information is gathered that illustrates <b>a few</b> perspectives (perhaps only two).	A <b>range</b> of relevant information is gathered that represents <b>several</b> perspectives.	A <b>broad range</b> of relevant information is gathered that represents a <b>variety</b> of perspectives (including global, local and personal).	<b>Not applicable</b>
Analyse issues within the areas of study	<b>Simple</b> analysis showing <b>little understanding</b> of conditions or causes.	The analysis shows <b>some</b> consideration of conditions and causes.	<b>Thorough</b> analysis of pertinent issues with <b>in-depth</b> consideration of conditions and causes.	<b>Not applicable</b>

Identify and evaluate <b>possible scenarios</b>	Ideas are <b>simple</b> and <b>limited</b> in scope (perhaps only providing one or two simple scenarios) and <b>replicate</b> information collected from other sources. There is <b>little or no evaluation</b> .	<b>Several possible</b> scenarios are identified based on evidence collected. Evaluation is <b>limited</b> .	A <b>broad range</b> of scenarios is identified based on evidence collected. There is <b>thorough</b> evaluation of possible outcomes.	<b>Not applicable</b>
Formulate <b>possible courses of action</b> .	<b>Few possible</b> courses of action are proposed which are <b>simplistic</b> in approach.	<b>Some suitable</b> courses of action are proposed which are <b>developed to a basic level</b> .	A <b>broad range</b> of <b>well-developed</b> courses of action are proposed.	<b>Not applicable</b>
Develop <b>evidence-based personal response</b> , demonstrating self-awareness.	Response is <b>simplistic</b> and makes <b>little appropriate reference</b> to the considered evidence. There is <b>minimal</b> evidence of self-awareness.	Response makes <b>occasional reference</b> to the considered evidence. There is <b>some evidence</b> of self-awareness.	Response is <b>detailed in places</b> and is <b>justified</b> with reference to the considered evidence. There is <b>significant</b> evidence of self-awareness.	Response is <b>detailed</b> and is <b>fully justified</b> with reference to the considered evidence. There is evidence of <b>sophisticated and perceptive</b> self-awareness.

## **Basic study criteria**

### **Gather information, representing different perspectives**

Once students have chosen the topic for their study and set a question, which can be answered in the rest of their work, they then need to collect information to answer their question. This information should come from different sources and give different viewpoints. For example, you may have done some work on the Amazonian Rain Forest for the Area of Study, Biodiversity and Ecosystem Loss or Climate Change. The question a student may ask for their study could be, *'How important is the continued existence of the Amazonian Rain Forest?'* Different perspectives may come from scientists, local people, government, tourists, etc.

### **Analyse issues within the areas of study**

To analyse the issues within the study, students need to identify what the issues are, their importance to whom/what and what can be done about them, if anything. Students should pick a few issues and cover them in more depth than they would if they had chosen a number of issues. As well as considering the issues in-depth, they also need to consider the possible causes of these.

### **Identify and evaluate possible scenarios**

Once students have looked at the issues in detail, from the different perspectives, making sure that these cover global, national and personal perspectives, they consider possible scenarios. They could look at what might happen if, for example, the Amazonian Rain Forest did not continue to exist or what might happen if more effort was put into making sure it did continue to exist. This draws on their creative skills, allowing them to consider future possibilities. It is important that you encourage students to look beyond the current situation and identify or predict possible future scenarios. The meaningful question to be asked is: *What would/could happen if/when.....?* In answering questions of this type candidates can show that they have really gained a grasp of the chosen area of study.

## **Extended study criteria**

For the two extended studies, students are asked to consider the issues more deeply.

### **Formulate possible courses of action**

Suggesting a way/possible ways forward would meet this assessment criterion. Answering questions like, '*What could I/we/they do about it to prevent it/ improve/ maintain ..., how might we resolve, eradicate, promote, develop ....?*' is a possible starting point. It is not essential for the proposals put forward by the student to be entirely successful as long as they have been formulated and developed in a logical way.

### **Develop evidence-based personal response, demonstrating self-awareness**

For this criterion, students decide how they feel about what they have found out, using their sources of information to give examples. It might be that they feel that a piece of evidence they want to use may not be reliable and could cite this, for example, using Wikipedia, as it can be edited by anyone and the information provided may not be reliable. Some government sites may be biased, for example, and students need to be encouraged to think about and discuss this. The Student Self-evaluation Form, which accompanies the Portfolio, is also assessed using this criterion. There has to be evidence of meaningful personal involvement throughout the study to meet this criterion and evidence for this can be linked to, for example, life at home, in school or in students' own country or community.

## **What to avoid in the Portfolio**

From experience so far in assessing the Portfolio, moderators have identified certain areas of concern. One of the reasons for producing this guide is to help you and your students be completely clear about how the Portfolio is assessed and how you can avoid the following pitfalls:

- Whole Areas of Study being chosen rather than specific issues or questions to be answered in the study.
- Too much information gathering.
- Too much cutting and pasting rather than selecting information and using own words.

- Limited understanding, analysis, evaluation, reflection, selection, use of evidence, and development of reasoning.
- Different perspectives mentioned in passing but not developed or used in coming to a judgement (see below).
- Unstructured submissions, making assessment more difficult.
- Word limits being exceeded.
- Plagiarism.
- Candidates demonstrating limited understanding of future possible scenarios (and considering actual situations instead).
- Judgement/evaluation being tacked on at the end rather than informing the entire study.

## **Get it right at the start**

It's important that teachers train students to frame questions which can be answered within an area of study, so as to avoid many of the common mistakes seen in Portfolios.

For example, a study entitled, '*Water*' is likely to lead to a student gathering as much information as possible about water, but is unlikely to help them to analyse, evaluate or reflect on any of these issues.

On the other hand, the question, '*To what extent can water shortages be dealt with on an individual level?*' is likely to lead to students using evidence and information from a variety of sources in order to answer the question (which will involve analysis, evaluation, reflection, etc). It should also encourage students to consider the extent to which national and global actions are necessary, and to weigh up the importance of actions at these different levels. This question might also stimulate the student to consider the different perspectives of people upstream who will benefit from a dam, and those downstream, who may find that their water supply is diminished. It could also encourage students to consider the different personal perspectives of people in countries where there is plenty of rainfall and those where there is very little rainfall, also considering their own situation and that of the community they live in.

## Plagiarism

It is equally important that your students are aware that all the work they produce must be their own and plagiarism carries serious consequences.

Any quotations must be marked as such, and sources must be acknowledged. Sources used must be listed in a bibliography. Cutting and pasting large chunks of another person's work is plagiarism and is strictly forbidden. This includes cutting and pasting direct from websites.

Examiners would rather see a student's own attempts to make sense of and reflect on an issue, even if the student finds thinking/writing in English problematic, than long paragraphs of work which have obviously been cut and pasted from another source.

Candidates will need to sign a declaration statement indicating that the Portfolio is their own work. The teacher responsible will be required to countersign this declaration, verifying that regulations regarding plagiarism and the role of the teacher have been observed. This declaration must accompany the presentation of the Portfolio on submission to CIE for moderation.

## Structure of the Portfolio for assessment/moderation

When students put their Portfolio together, they should ensure that each study is clearly labeled with the title/question of the study. As stated in the syllabus, there must be some extended writing, but this does **not** mean that all four pieces have to be written essays. A study will be much more stimulating if it includes other ways of meeting the assessment criteria, for example, a poster representing the views of different people concerned with saving the Amazonian Rain Forest and why they feel it is important to them personally and/or globally, or an interview with different people about how they feel water shortages can be dealt with and whose responsibility it is in their country. Your students may like to voice their own opinions by creating a short podcast, which they can embed within their work. Including a transcript will help with assessment and moderation.

Further guidance on file formats/sizes and detail about submitting the Portfolio electronically can be found in a separate document, entitled, '*Guidance for centres on the electronic submission of coursework*'.

You can use the following as a checklist for your completed Portfolios:

## Portfolio checklist

- Is the Portfolio stored electronically so that it can be easily accessed for moderation by CIE?
- Does the Portfolio include **two** Basic and **two** Extended studies?
- Does each of the studies have a title phrased as an issue/question rather than a broad area of study?
- Is the work clearly structured?
- Is the word limit adhered to?
- Is the study more than just an essay?
- Can all the files be accessed/opened? Are there transcripts in case an interview/DVD fails to open during moderation?
- Are all the digitally scanned photos/pictures accompanied by titles?
- Is there some extended writing?
- Is it clear which investigations have been assessed using the basic criteria and which have been assessed using the extended criteria?
- Does the Portfolio include an appendix showing the approximate number, and general goals, of internet searches made during the course, plus any other main resources that have been used?
- As well as the completed Portfolio, has the candidate included the Portfolio self-evaluation form (see the syllabus and the example in **Section C** of this guide)?
- Has the teacher added a completed Individual Candidate Record Card (0457/01/CW/I/09) to the individual candidate's submission?
- Is there a Coursework Assessment Summary Form (0457/01/CW/S/09) showing the marks awarded to all candidates?

## Section C: Examples/ideas

You should now have a better understanding of what the Portfolio is and your role in developing the skills of your students to complete their Portfolio as well as ideas about how your students might go about building their individual portfolio. The assessment criteria should be clearer so that you can confidently assess your students' work. This section considers some examples of possible Portfolio study and some ideas on how students can present the findings of their investigations to avoid writing long essays.

### Exemplar Portfolio study: Family and Demographic Change

**Possible teacher brief** – In this example the teacher has given the question to the student/s. You may prefer your students to come up with their own question based on the topic you have just delivered.

#### **Will global influences lead to the end of the traditional family in my country?**

We have spent some time discussing and understanding Family and Demographic change. Now it is your turn to apply what you have learned to your Portfolio study.

You are expected to **collect evidence** to answer the question *Will global influences lead to the end of the traditional family in my country?*

You are also expected to **consider possible future scenarios** that could be relevant to what you have found out. For this study, you are also expected to **evaluate a range of actions that could be put in place to address family change**. The actions should be at a range of scales (e.g. global to personal) and you should also try to **express your own feelings** on the issue.

You should make sure that you **include comparisons to another country/other countries** in your work.

### **How to present your work**

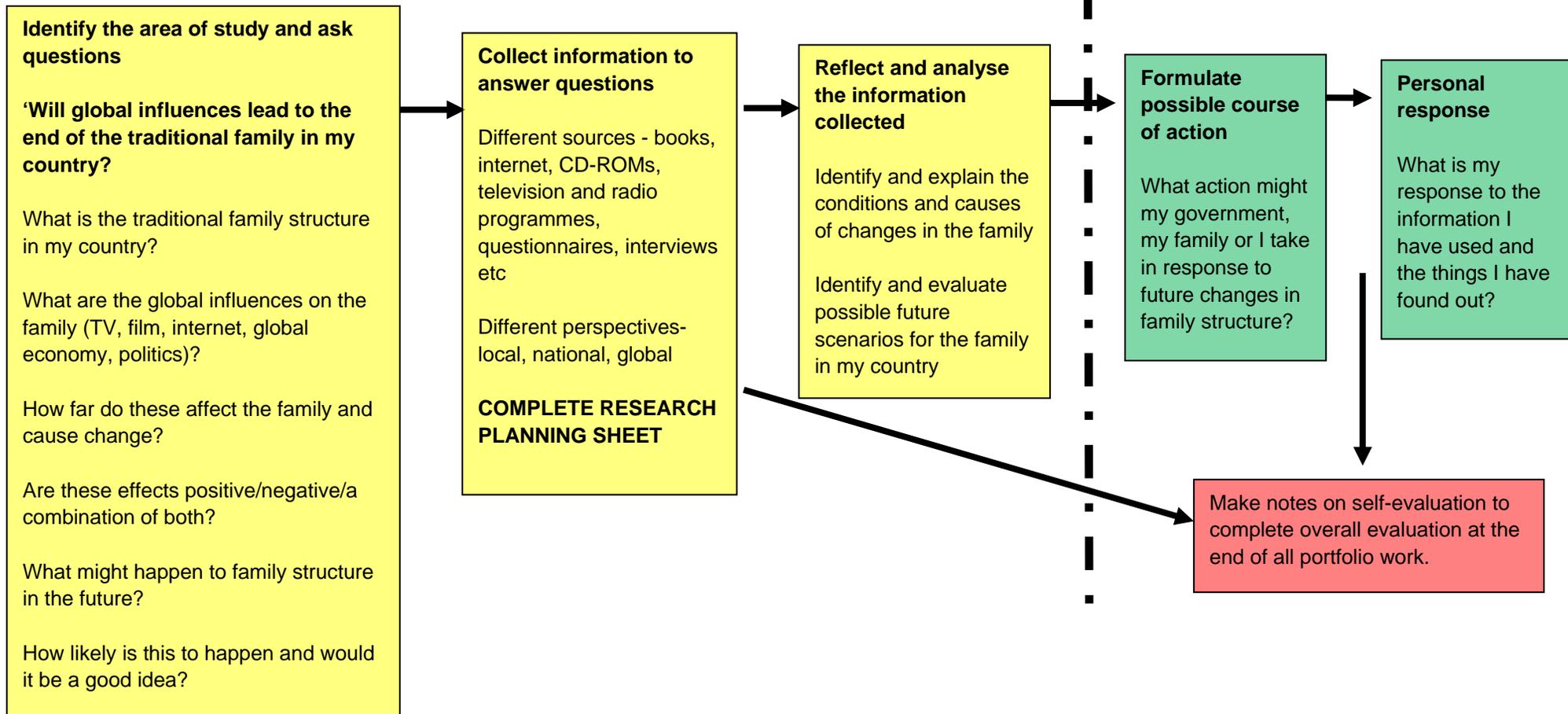
All portfolio work must be stored electronically so it can be submitted via the internet. You must have some extended writing in your work but you should also use other forms of recording and presenting your information. For example, you may wish to create a poster to promote a particular message, or record a radio programme role play, make a video, create an electronic presentation or write a blog. If you use any of these, you must include a title and brief explanation of how they relate to your work.

You must include **personal reflection** on your work, i.e. what your opinions and thoughts are about the facts you have found out. You should consider the **reliability of your findings** as well as any **personal feelings** you may have.

## Portfolio planning diagram – example for Family and Demographic Change

### Basic study

### Extended study



## Examples of possible Portfolio pieces

Students might then produce:

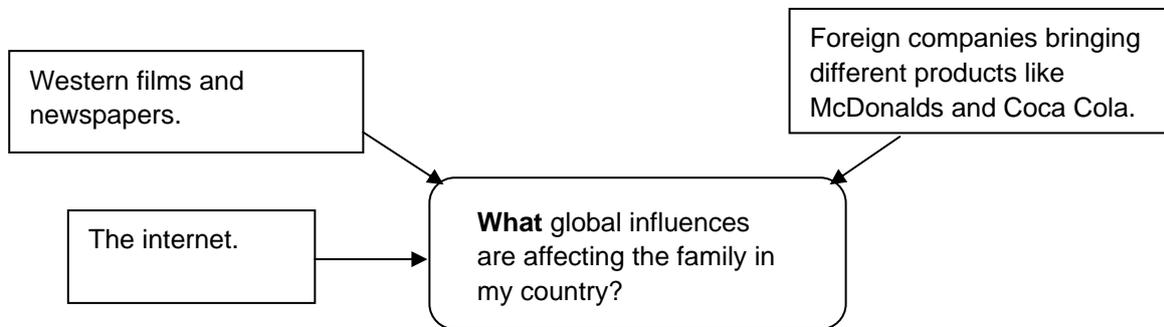
- A diagram showing the influences of global issues on the family over a period of time looking into the future.
- A summary of some changes in family structure in their country and what this might mean for them in the future.
- A podcast and transcript of a role play interview with a local official about how families are changing, how they might continue to change, and what the effects of this will be.
- A written report/blog comparing what measures are being taken locally and at a national level to support the family in their own country and one other country.
- A poster advertising what their country is doing to support families in comparison with other countries.
- A PowerPoint Presentation given to a group of peers about how different family structures might be in the future and why this has come about.
- A letter/email to a Government minister describing their findings and outlining what the government might do to help support the families within their community.
- Detailed digital photographs of an exhibition or poster showing the different perspectives of how the family has and might change (together with written commentary).
- Audio file and transcript of a radio programme explaining their reasoned point of view as to whether global influences have or might change the structure of the family.

## Example levels of response: Family and Demographic Change

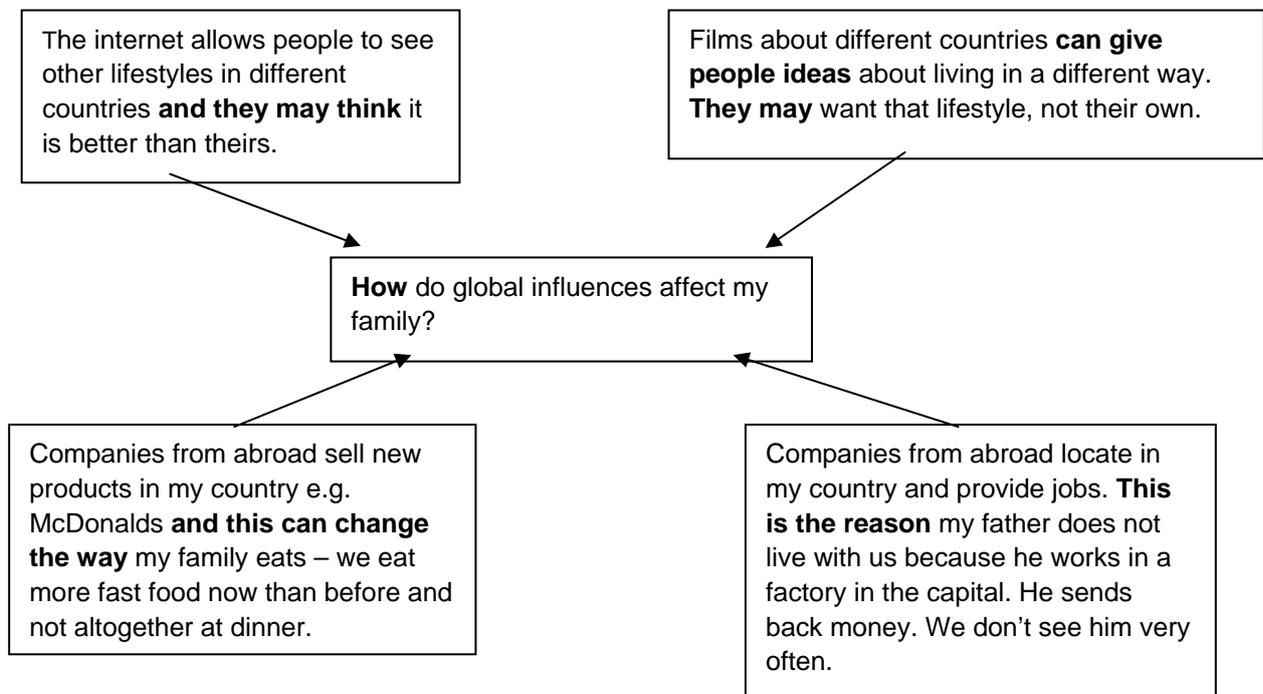
Below are some examples of the type of response students might provide at different levels for the portfolio example on Family and Demographic Change. Notice how the question changes according to the band, from 'what?' to 'how?' This shows how important it is for your students to have a clearly focused title.

### Example A: What are the global influences on the family (TV, film, internet, global economy, politics)?

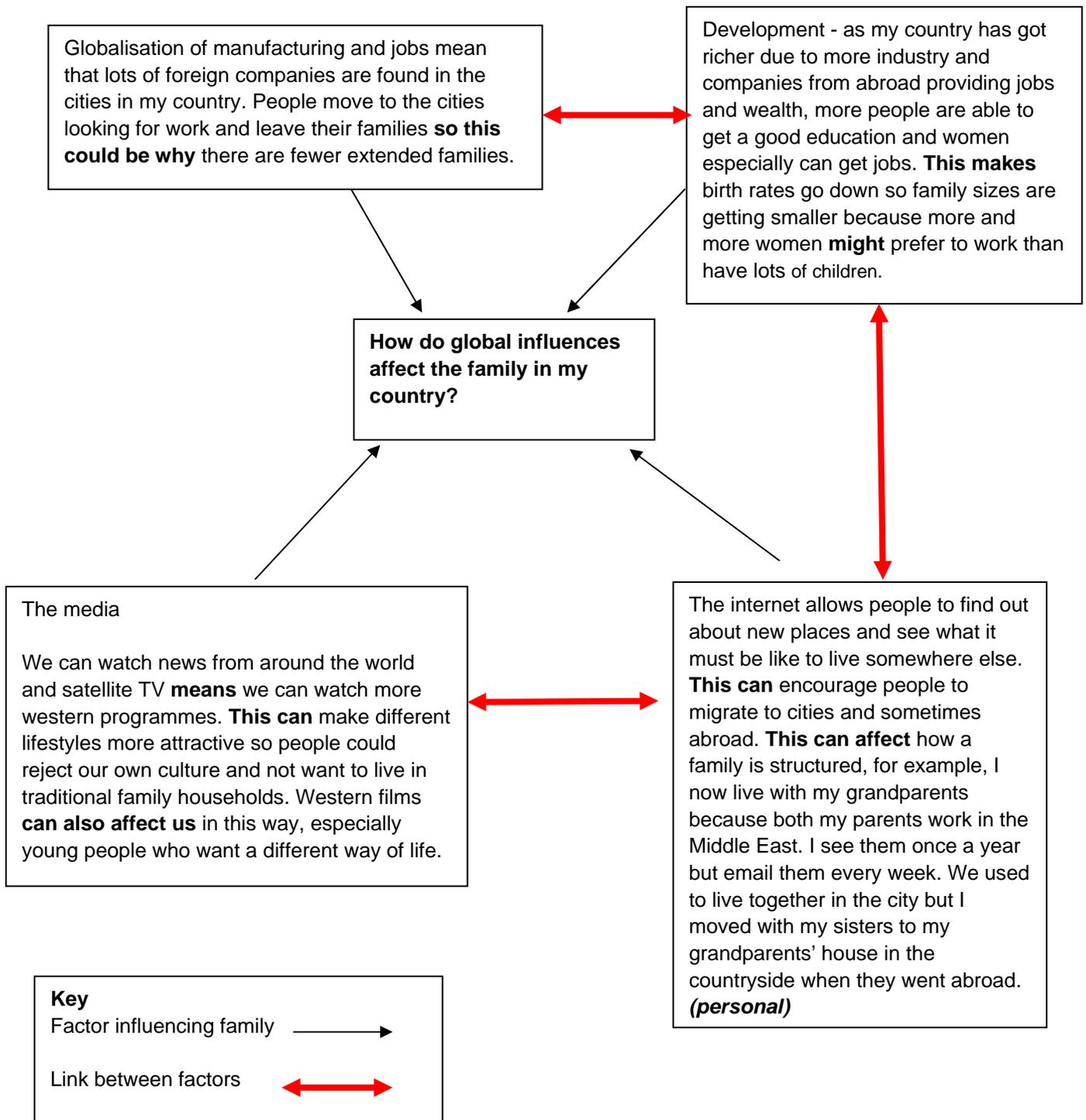
#### **Band 1: Simple analysis/interpretation**



#### **Band 2: Simple explanation identifying simple causes**



**Band 3: More complex links made and causal connections developed**



## **Example B: How far do global influences affect the family and cause change?**

In this example, it is clear to see how the student goes from a simple response in Band 1 to one that identifies simple explanations/causes for Band 2, and makes more complex links to be awarded marks in Band 3.

**Band 1: Simple analysis/interpretation data OR a basic comparison'** (lacks any explanation)

- *The graph shows that more people are living alone.*
- *In India more people live in extended families than in the UK.*

**Band 2: Simple explanation identifying simple causes** (some simple explanation)

- *The graph shows that more people are living alone than 20 years ago. **This could be because** divorce is now more acceptable **and also** because people are migrating all the time away from their families to find work either in large cities or abroad.*
- *In India more people live in extended families than in the UK. **This is probably because** the family is more important in India and when a woman gets married she goes to live with her husband's family. In the UK family is not seen as important.*

**Band 3: More complex links made and causal connections developed** (more in depth explanation)

- *The graph shows that more young people are living alone than 10 years ago and there are less people living in extended families. **This could be because** more people are migrating away from their families, **especially in** rural areas, to go and live in cities **where they are looking** for work. In many cities multinational companies from abroad like Nike and Samsung have set up factories bringing jobs.*
- *Living conditions **are probably** not as good in rural areas **so** people move to cities to get work and send home money to their families. People see adverts for jobs on TV **and also** city life looks exciting and better. **They may even** go abroad to work – **they could have** seen pictures of life in other countries on TV, in the cinema and even on the internet. **They are attracted to it**, so they leave their family and look for work.*

## **Example C: What might happen to family structure in the future?**

### **How likely is this to happen and would it be a good idea?**

#### ***Band 1: Limited number of simple scenarios, mainly descriptive and little evaluation***

- *I think that the traditional family will be less important in the future because things are always changing.*
- *I think the UK will become more like India and have more extended families.*

#### ***Band 2: Several possible scenarios posed using evidence; some attempt at evaluation***

- *I think that the traditional family will be less important in the future **because if you look at the statistics I found you can see** that there is a downward trend on numbers living with relatives; **this is linked to** how developed our country is becoming and traditions **seem to be becoming** less important.*
- ***I think** the UK will become more like India with more people living with their families **because** it is getting more expensive to live on your own, **especially** if you are an old person and families **may want** to look after grandparents. **This seems** more likely because the cost of living for pensioners is really high now.*

#### ***Band 3: Broad range of scenarios based on evidence and thorough evaluation***

- ***I think** that the traditional extended family in our country will be less important in the future. **This is because, if you look at the statistics I have found, especially** the data from the national statistics department on the number of people living per household, **you can see** that there is a downward trend on numbers living with relatives **especially** in cities. **This is linked** to how developed our country is becoming and old traditions **seem to be becoming** less important. **Influences from outside** our country like film and the internet show people different ways of living **and it makes it look** glamorous. Also in the cities it is more difficult to live with a large family **because** of the lack of space. **I think there will be** a difference between countryside and city areas with quite a lot of people still living with their extended family in the countryside **because it can** provide security for old people if their children are nearby **and also it can** provide money for the family **as** those people who work can support everybody.*

- ***I think that we will see*** more nuclear families, especially in urban areas, ***as*** people have fewer children and more women get an education and start to work. ***They will not want to have*** lots of children even if they get married ***because*** they will want to use their education and have a career as well ***and it is difficult*** to do this if you have lots of children. ***I think this is increasingly likely because*** if you look at the statistics I found ***you can see*** that there is an increase in smaller family size in city areas like the capital. This is also a very wealthy place where there are lots of job opportunities provided by foreign firms and also national companies.

## Further examples

Students may come across a graph that they can use in their portfolio and use this as evidence as in this example, where they are clearly discussing the issue:

*This graph shows that since the 1970s the number of people living in the average household has reduced from 2.9 to 2.3 in 2002. **This could mean** that people are having less children, but also that more people are living on their own and not getting married or living with a partner. **It could also mean** that more families are splitting up and parents are getting divorced. In some parts of the world, where religion is less important and laws have been passed, it is easier to get a divorce. Also, as countries become more developed, more women have more careers and fewer children because **they may** wait until they have a career first.*

Or explain what some statistics they have found might mean, for example:

**Statistics show** that there are increasing numbers of people living on their own (23% of the population 1979 to 31% 2002). **It also looks like** more families are splitting up and increasing numbers of single parents are looking after children, **so it seems that** the nuclear family is reducing. **The pie charts below show this** - there is an increase from 1971 of the number of parents living alone with dependent children. There is also a decrease in the number of married people with children between 1979 and 2001- 31% to 21%. 25% of children live with one parent. Also there is an increase in the number of children who live with a step- family when people get remarried. **This links to what was said about divorce earlier.**

## **Examples of possible scenarios**

*'If we continue driving cars, which are more than ten years old, which cause more pollution than newer cars, and if the amount of people who buy vehicles which work with gasoline or diesel increases, there will be further emission discharges, causing the greenhouse effect and this could have real consequences on our surroundings, for example, global warming, climate change, the extinction of plants and animals and no fertile soil for the growth of crops. We will, therefore, eventually not have enough food to eat and may eventually become extinct ourselves!'*

***'If everybody lived longer, there would be more elderly people in the world and this would mean a greater burden on the government to provide adequate health care and pensions and if they continued to work until they were 70, fewer jobs would become available for the younger generation.....'***

## **Examples of personal perspectives**

*'I can say that I contribute a lot to the excessive use of diesel and this is because both my parents have a car each and we usually use them everyday to get around our city. They drive me to school and then go to work in them. They work in the same place, so could really go together, but my mother finds it more convenient to take her car as she sometimes leaves earlier than my father. The total time we spend in the car is approximately 1 or 2 hours per day, which is a lot and I now feel that we abuse our environment because whilst we are in the car, we are polluting the environment and even though I am aware of the problem, I still continue to use it, instead of finding alternative means of getting around.'*

***'I'd like to live longer so that I can see what the world will look like, and I'd like to see my children and grandchildren grow up. I can then tell them about the world I grew up in and how different it was. However, I may need to change my lifestyle if I'm going to be able to do this. At the moment, I certainly eat too much fast food and don't do nearly enough exercise.'***

## **Examples of possible courses of action**

*'All countries should start to invest and to focus their economies on alternative fuel sources and start to give them more importance than the one given to oil, in order to avoid a worldwide crisis. In Mexico, some car manufacturers are trying to introduce hybrid cars and*

*the government needs to try to create awareness about them so that the people are encouraged to buy them. The trouble is that they are expensive, this means that only those that can afford them will buy them and this won't make any significant difference, which will probably lead car manufacturers to stop investing in this market in Mexico.'*

***'There needs to be a worldwide focus on healthier eating and governments need to ensure that only healthy foods are produced and that these are affordable like fast food is now. Advertising could play a part in this and the same type of adverts used for cigarettes and alcohol might get the message across in my country, as fewer people now smoke than did 20 years ago. Exercise is another key factor in healthy living and a system of rewards for those that exercise might be introduced'***

#### **Examples of evidence-based personal response**

*'After everything I have found out, I can conclude that I am very worried about the future of the next generations, because it is very probable that the greenhouse effect gasses will increase the world's temperature, there will be more precipitation, and the level of the seas will increase, probably to reach the rivers, causing sea water to mix with fresh water, leaving us human beings with a lower amount of drinking water.'*

***'I have discovered a lot about how we might live longer and I am concerned that more people might die too young, because they are obese, eat unhealthily and do no exercise, three things, which I have learnt might shorten my lifespan and the lifespan of my friends and family.'***

## Example Portfolio titles

The content of the IGCSE Global Perspectives course is not prescriptive, and teachers and students may choose which Areas of Study they wish to pursue, and formulate their own issues/questions for their Portfolio study. However, a few examples are given here that may guide you when designing questions and/or advising your students about the types of issues/questions they need to come up with to make their Portfolio studies more focused. The associated areas of study are listed in brackets.

- ‘How far do global influences affect the family and cause change?’ (Family and Demographic Change).
- ‘To what extent can water shortages be dealt with on an individual level?’ (Water).
- ‘How important is the continued existence of the Amazonian Rain Forest?’ (Biodiversity and Ecosystem Loss, Climate Change, Humans and Other Species).
- ‘How does a certain belief system impact on the way an individual lives his/her life?’ (Belief Systems).
- ‘How does the Global Recession affect my chances of employment?’ (Employment).
- ‘The effects of homelessness on children’ (Urbanisation).
- ‘How does global mobility affect a country’s culture?’ (Tradition, Culture and Language).
- ‘What impact might free, compulsory education have on my future?’ (Education for All).
- ‘How does education contribute to a longer life expectancy?’ (Education for All, Disease and Health).
- ‘The importance of utilising renewable energy instead of fossil fuels’ (Fuel and Energy, Climate Change, Biodiversity and Ecosystem Loss).

## Example Portfolio Self-evaluation Form

Centre Name:..... Centre Number:.....

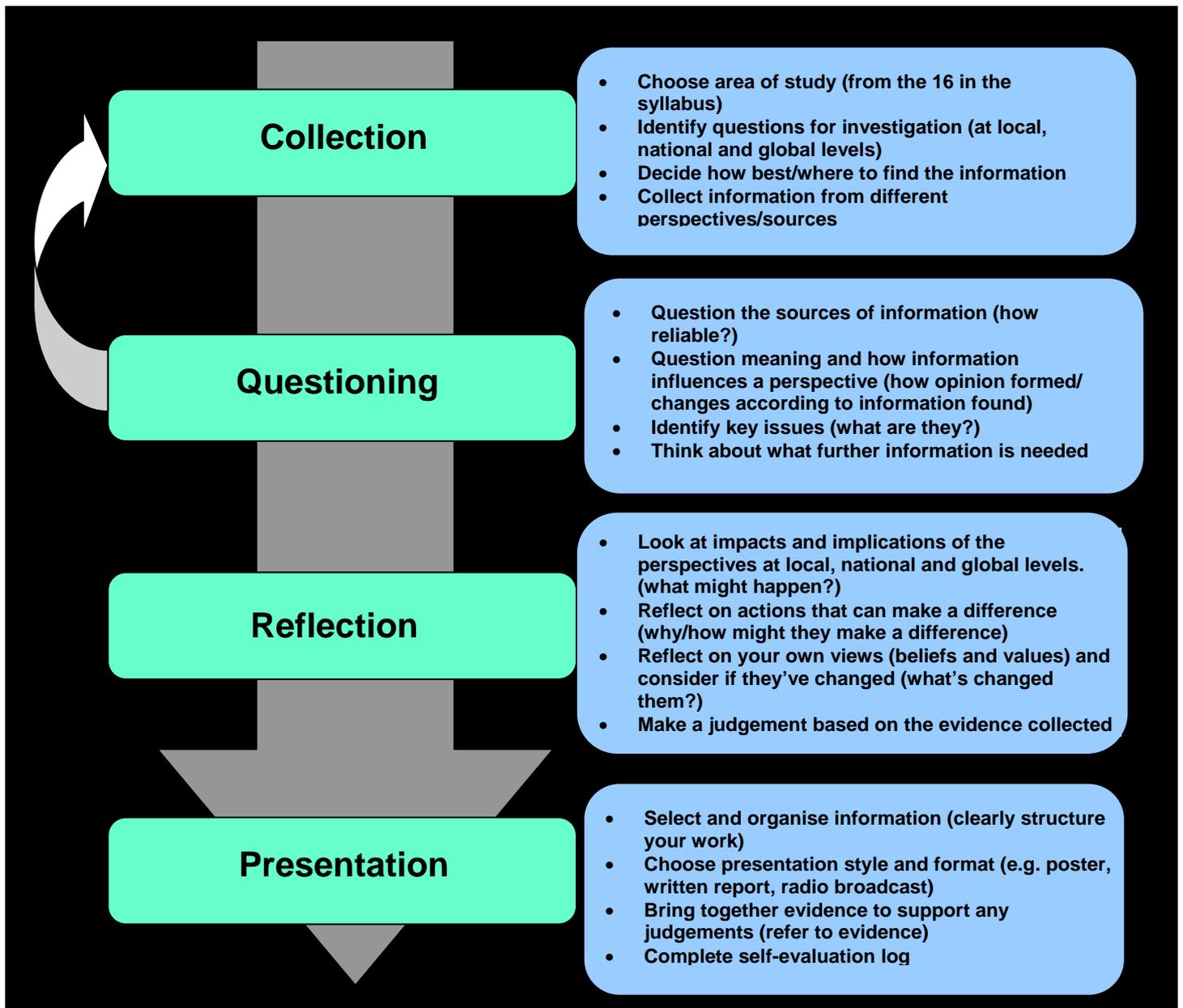
Candidate Name: ..... Candidate Number: 0001

	Pupil Comment	Which piece(s) of work show evidence of this?
<p><b>Something that demonstrates my skills</b></p>	<p><i>Whilst I was working on my Portfolio, I developed some skills that I hadn't really considered before. I learnt how to skim read and how to analyse the information I found so that I could form my own opinions. I also learnt how to differentiate between facts and opinions. I also improved my English</i></p>	<p><i>When I was reading, I formed an opinion that perhaps being a developing country affects our way of thinking, as I discovered that the people who can make new laws to avoid the pollution caused by cars won't, because the majority of people use gasoline or diesel in their old cars and these cars are much cheaper than hybrid cars, which are more cheaper in the long run as you don't have to buy as much gasoline and are more environmentally friendly and therefore could create less problems in the future.</i></p>
<p><b>Something that made me think in a new way</b></p>	<p><i>Before creating my Portfolio, I was more or less aware of what was happening to the whole world, because of pollution, but after some research, I found out more information about the topic and I realised that the Portfolio had an academic purpose, but it also has the purpose of making us less indifferent towards the global, national and local issues.</i></p>	<p><i>When I realised that I spent so long in the car everyday just to get around our town, and how much we, as a family, must be polluting the environment, I was shocked. I think I need to stop being like most people and make some changes in my life. I am going to try to use the car less, and maybe sometimes stop going to some places if it is not really necessary.</i></p>

<p><b>Something I found difficult or challenging</b></p>	<p><i>At the beginning, it was very difficult for me to organise both the time I had to work on the Portfolio and the information I found out. Sometimes it was difficult to work out what some of the information actually means. I also found it difficult writing this reflection as it is something I have never done before.</i></p>	<p><i>The information I found out about the Kyoto protocol was very interesting, but there was so much of it, that I had to be organised and select the information I needed to make the points I wanted to make. The conclusions I reached were that I think it's a good idea, because it is the biggest movement to reduce the greenhouse gases' emissions, but I do see a problem with it. Article 17 allows countries to make emissions trading. This means that if some countries have emissions units to spare, they can sell them to other countries that are over their targets, so I think that the real aim of the Kyoto Protocol is being forgotten.</i></p>
<p><b>Something I might do differently another time</b></p>	<p><i>At the start, I will have a better plan to organise my time and manage the information I found. I will stick to using a few useful resources rather than searching for too much information, a lot of which is useless and confused me. I would take the advice of my teacher who gave us the CIE list of tried and tested resources to use.</i></p>	<p><i>Because I wasn't very well organised, I found that I was rushing my last piece of work and I don't think it is as good as the other 3 studies.</i></p>
<p><b>Something I really enjoyed</b></p>	<p><i>I really enjoyed watching Climate Change and Global Warming DVDs. They were visually stimulating and made me realise the consequences of our actions on the environment. I also enjoyed the discussions we had in class about the topic and how the teaching was done in a different way. We were allowed to do a lot of the learning on our own and I think I will remember what I have learnt a lot more.</i></p>	<p>Some of the programs I enjoyed:</p> <p><b><a href="http://www.Climatechange.gov.uk">www.Climatechange.gov.uk</a></b> (accessed on 24/02/09)</p> <p>'Natural Disasters' The History Channel, February, 2009</p>

## Designing your own exemplar materials

When looking at producing your own exemplar materials, you may find the diagram below a useful guide as it leads you through the key stages of a Portfolio study. You may also like to give your students a copy of this to help them when they are building their own portfolios.



## **Planning Sheet for Students**

Copy this planning sheet and use it to plan your Portfolio studies

Name: \_\_\_\_\_ Class: \_\_\_\_\_

Portfolio title: \_\_\_\_\_

**What key questions do I want to ask?**

**Where will I find the information to answer my questions?**

**How will I analyse the information?**

**How will I identify and evaluate possible scenarios?**

**Possible scenarios**

**Evaluation of scenarios**

**Possible courses of action**

## Conclusion

We hope you have found the material in this guide to the Portfolio useful and that it helps with your IGCSE Global Perspectives Portfolio experience and we look forward to seeing your students' Portfolios.

All the documents referred to in this guide can be found on the CIE Teacher Support site at <http://teachers.cie.org.uk/> under IGCSE Global Perspectives.

