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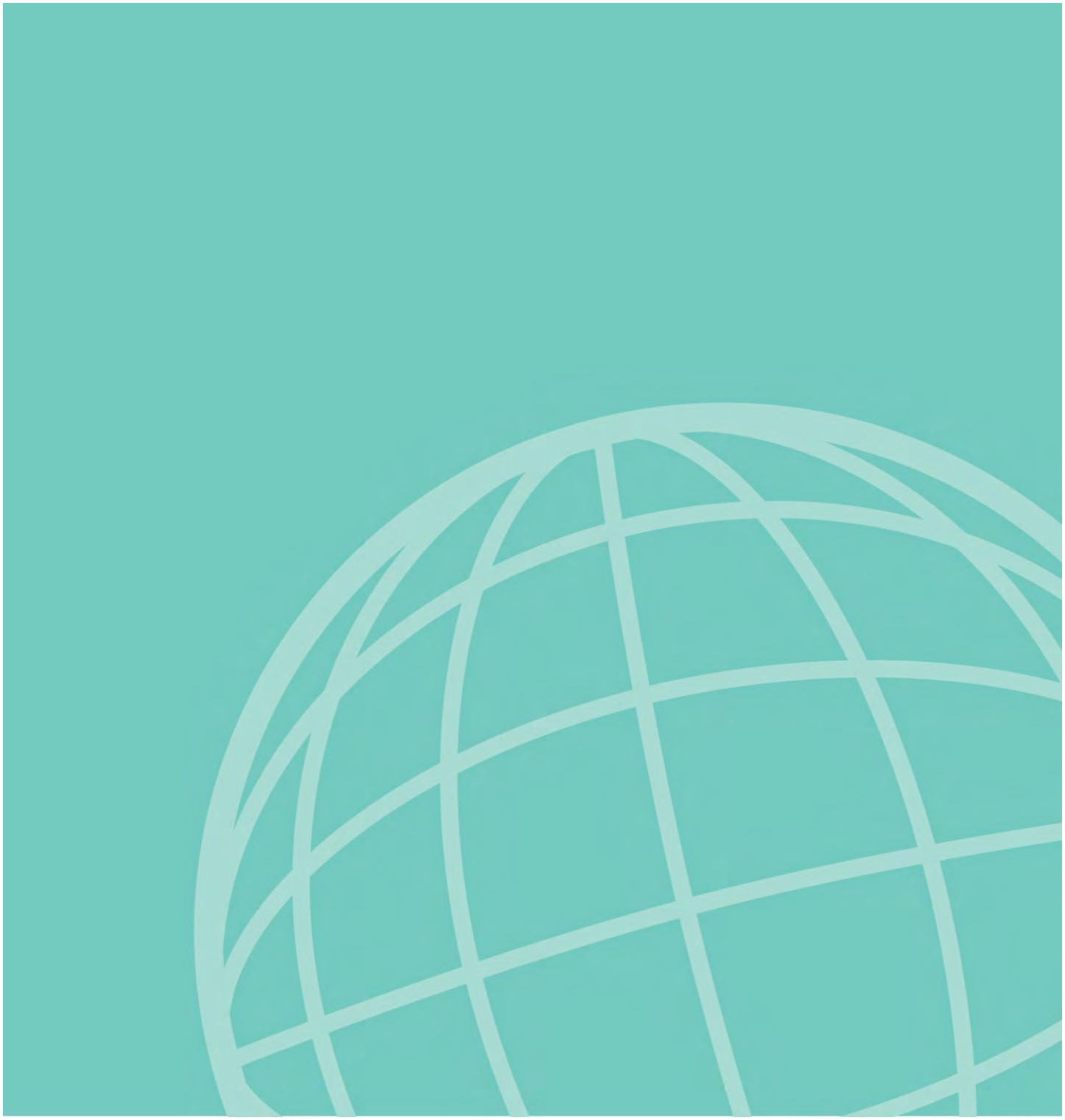
International Examinations

Cambridge IGCSE Global Perspectives

Teaching Guide



Cambridge IGCSE Global Perspectives

Teaching Guide

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Welcome to Cambridge IGCSE Global Perspectives

This booklet sets out a series of starting points for teachers embarking on the teaching of Cambridge IGCSE Global Perspectives. We hope you will find it useful and stimulating. The contents explain the aims and structure of the qualification and develop some ideas for the design of teaching and learning which could be explored within it. We hope that the ideas discussed in the pages ahead will whet your appetite as a teacher in designing your own Learning Programme, modules and units of study, enabling your students to research information for themselves, identify issues and work together and independently to produce work which is relevant to global issues, well-evidenced and carefully thought out.

Please note that the **Global Perspectives Syllabus** contains essential information for both teachers and students and should be used as a resource as and when the need arises. Note also that as well as this **Teaching Guide**, CIE has prepared accompanying booklets for students and parents.

New IGCSE subjects such as this one frequently involve the use of specialist terms which may or not be encountered elsewhere in the curriculum. To help clarify what is meant by these terms in this subject context we have produced a **Glossary** which you will find at the end of the booklet.

We hope you will find Cambridge IGCSE Global Perspectives both stimulating and enjoyable to teach and that the challenges it offers help to broaden and deepen your professional practice as a teacher.

1. Introduction to Cambridge IGCSE Global Perspectives

Aims

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.

Areas of study

There are sixteen areas of study:

- Belief systems
- Biodiversity and Ecosystem Loss
- Climate Change
- Conflict and Peace
- Disease and Health
- Education For All
- Employment
- Family and Demographic Change
- Fuel and Energy
- Humans and Other Species
- Law and Criminality
- Technology and the Economic Divide
- Trade and Aid
- Tradition, Culture and Language
- Urbanisation
- Water

Students do not need to study all of these areas. In order to complete the assessment, they must show evidence of investigations into four areas of study, and conduct a project within a fifth area of study. The Written Paper contains stimulus material from two areas of study. Students do not need to know the content of these areas of study, as the Written Paper assesses reasoning skills.

Perspectives and the learning process

In general, there is no prescribed content within each area of study. The aims of the course are that students should learn to inquire into, question, reflect and act on information for themselves, rather than learning what they are told. Within each area of study, students should consider:

- Personal Perspective
- National Perspective
- Global Perspective
- Links between these perspectives.

Within each area that is studied, students should make a learning journey:

- Set a topic
- Collect information, ideas and arguments
- Question information, ideas and arguments
- Reflect on information, ideas, arguments, issues and their own place
- Plan
- Present /Act.

It is more important that students learn how to select relevant, reliable information using an internet search than that they should know particular facts. It is more important that they are able to use this information to support a point of view than that they know particular facts. It is important that they engage with, and reflect on, different perspectives. Facts are there to be used, they are not an end in themselves.

2. Assessment structure

All candidates complete a Portfolio, a Project and a Written Paper.

Paper	%	Content	Assessment
Portfolio	50%	Evidence of investigations into **four** areas of study	Teacher assessed. Moderated by CIE.
Project	20%	Active project involving group work, planning and collaboration with students in another culture or country. Must be about an area of study **not** covered in the Portfolio.	Teacher assessed. Moderated by CIE.
Written Paper	30%	Assessing skills of reasoning and inquiry. Stimulus material from two areas of study.	Externally assessed.

Assessment Objectives

The assessment focuses on two sets of objectives:

- **Understanding** – how students represent, analyse and evaluate the issues
- **Dispositions** – the ability to reason critically, participate in constructive dialogue and collaborate with others.

3. Designing and implementing your programme

There is no single correct way to teach Cambridge IGCSE Global Perspectives. This Teaching Guide outlines some ideas which you may wish to use in developing your own Learning Programme.

The teaching-learning cycle

There are four stages to consider in the cycle:

(i) Design

Many people take some persuading that teachers are in fact designers. Yet there are clearly-defined opportunities for design work – in creating learning programmes, modules and units as well as assessment, guidance and evaluation systems and sequences. 'Design' in this context is a much bigger term than merely 'planning' because it involves complex notions such as learning styles and learner needs. It is creative in that it involves building up images of what a module or learning session will look like, how it will work towards learning outcomes and which learning techniques will best achieve the learning objectives. This work need not be done alone. If more than one teacher is involved in teaching Cambridge IGCSE Global Perspectives, then design work is often best shared. If you are the only teacher handling this IGCSE, why not discuss your design ideas with a respected and open-minded colleague? Designs always need review and up-dating. This is an essential of good teaching practice and is an outcome of frequent and productive **evaluation** (see section (iv) below).

(ii) Practice

This is a new course and its virtues may take time to unfold. There is no harm in beginning with sessions involving instruction and clarification – about the syllabus and the requirements of the assessment schemes for example. This is familiar ground for both teachers and students and gives opportunity for some important question and answer sessions. You can use the Student Guide as a reference work and/or extracts from the syllabus. This Teaching Guide sets out suggestions for early topic work and how this can be built upon. Again these can be teacher-led. As teachers and students become familiar with the course, then more use can be made of Active Learning techniques and the teacher's role becomes more that of facilitator, manager and mentor. Some learning sessions may be solely devoted to student research or discussion or material writing. In such cases, teachers should ensure that the

learning objectives for the session are clearly set out and understood, timeframes are reinforced and students are clear as to the contents and requirements of the next session.

(iii) Assessment

There are two basic types of assessment – formative and summative. Formative assessment measures progress in learning and summative assessment measures achievement in learning. The final summative assessment in Cambridge IGCSE Global Perspectives comprises the Portfolio, Project and Written Paper. You may choose to design other intervening summative assessments yourself. In this IGCSE subject, formative assessment is very important and it should be embedded into learning programmes and teaching strategies. From analysis of formative assessment, teachers can learn how to develop learning sessions and more closely meet their students' needs. The techniques involved may or may not involve giving marks or grades. Some techniques such as 'conferencing' or 'audit' are often most effective if they use only qualitative written and/or oral comments and feedback. This subject, like all others, needs to ask the question of teachers ' How do we know that learning has taken place?'

(iv) Evaluation

This is not to be confused with assessment (see above). Data from assessment can, and should, be used as evidence for evaluation but there are also other sources of evaluation evidence. These include feedback from colleagues, observers and inspectors, information from parents, contacts with other learning establishments, student feedback and self-appraisal. Evaluation is for most teachers summative – if it takes place at all, it happens at the end of a course or year. This is a pity because a principal aim of evaluation is the improvement of learning and the results of evaluation should feed directly into the next designs. The best teachers are often the best learners. The more frequently you learn through evaluation, the more your students' needs will be met. So, go through more of the cycle, try some learner feedback, use professional diaries and mark books, try out shared evaluation with colleagues if you can and up-grade the quality of your students' learning.

4. How do I get started?

This section contains lesson plans to help you get started teaching the course. There are three sections.

- **Teacher Notes:** outline lesson plans and step-by-step guidance for teachers who are new to the course.
- **Resources:** documents and materials taken from books and the internet. These can be given to students.
- **Worksheets:** questions which use the resources and encourage students to think and to develop skills. These can be given to students. The worksheets encourage students to think through issues. The questions do not ask for specific information, so there are no 'right' answers.

You will be helping students to develop their awareness of global themes and issues and their ability to find out about and think about these issues. The emphasis is always on the students' skills rather than on specific knowledge. Your job will be, to a great extent, managing their development and facilitating their work. You will help students to navigate repeated journeys through a learning process which involves:

- Setting a topic/question.
- Collecting and selecting information/ideas/arguments.
- Questioning information/ideas/arguments.
- Reflecting/planning.
- Presenting/taking action.

This is very different from teaching a content-based subject. This can seem challenging – but it is also very exciting and rewarding. Remember to enjoy guiding your students on this journey.

Teacher notes

These lesson plans have been divided into sections One, Two and Three. Depending on the length of your lessons, you may need to divide these sections into a number of smaller lessons.

Section 1

1. Show students an image of a student who is bored at school. (These can easily be found using a Google images search. Go to **www.google.co.uk** or **www.google.com**. At the top left-hand corner, click on *Images*. Type '*school bored*' in the box.)

2. Use Worksheet One, questions 1 and 2. Explore students' personal perspectives on school. You might ask students to make a table with two columns/a poster which explores the differences in the way they feel about school and what they think about education. This could be used later as part of a display about different perspectives on education.

3. Worksheet One, question 3 starts to encourage students to think about other perspectives on education. Reassure them that there are no 'right' answers. This activity is partly intended to allow students to explore their own thinking without worrying about getting the answer wrong. Walk round groups and stimulate them with further questions such as, 'Is education about providing model citizens? Why?', 'Is education about turning young people into productive economic units? Why?', 'Is education about helping young people to find out who they are? Why?', 'Is education about helping young people to discover what they can do well? Why?'. 'Are there some things that everybody ought to learn how to do? Why?', 'Does it matter if you can't speak English/read/add up/understand calculus/work out what happens when two chemicals combine / etc.? Why?'

4. Read '*Barefoot Boy*' from Document One with students. Make sure that they have a gist understanding of it – an uncared for boy is not at school, he is hungry, he steals a handbag and spends the money on bread. Later (probably for a different offence) he is in court for stealing. Put students in groups to consider the issues in question 4 on Worksheet One. Ask them to make notes on their discussion. They may find it useful to appoint a note-taker. Tell them that they will need to refer to these notes in a later lesson.

Section 2

1. In their groups students should go to
   http://www.unicef.org/infobycountry/bahamas.html

   They should use this site to answer the questions in Worksheet Two, question 1.

2. Students should look at statistics from two other countries on the same website. Different groups might choose different countries, so that the whole class can build up an idea of differences around the world. The class should get information from at least one country on each continent, including their own country.

3. Students have been finding information from the UNICEF website. Introduce the idea of questioning the reliability of information using a short scenario/role play. For example:

   There has been a fight in the school canteen. Whose fault was it? Consider the following witness accounts. Who is reliable (or not) and why do you think this?

   Tomas: Barack attacked me. I was eating my lunch with my girlfriend Jess, and Barack just came up and punched me.

   Jess: Me and Tomas were sitting in the canteen talking. We'd just finished eating our lunch. We were talking about going to the cinema on Saturday. Barack was listening and I told him to go away, I wasn't his girlfriend anymore, I was going out with Tomas. Then he just hit Tomas.

   Neil: I don't know any of them really. I was sitting in the canteen on my own reading a book. I heard Tomas telling Barack to get lost, Jess was his girlfriend now. Tomas stood up and told Barack he would kill him if he didn't leave Jess alone. I think Jess enjoyed the two boys fighting over her. I didn't see who threw the first punch.

   Tomas and Barack both have a reason to lie, to protect themselves, because the person who started the fight is likely to get into more trouble.

   Jess probably has a reason to lie to support Tomas, as she is currently his girlfriend and she won't want to get into trouble with him, especially not if he can be violent.

   Neil doesn't have any reason that we know of to lie about what happened. He seems to

be uninvolved in the dispute. He was an eye witness, so he should have seen at least some of what was happening, unless he was concentrating very hard on his book. So Neil's account is probably the most reliable.

Question: what does it mean here to start the fight? Does it mean throwing the first punch? Or does it mean taunting someone?

Show students that they already have some of the skills needed to judge the reliability of information. They already consider, for example, whether someone is known to lie, whether they have a reason to lie, whether they are in a position to know what was happening (or are just repeating rumours). Then tell students that these concepts can also be applied to information found on the internet or in the newspapers.

4. Encourage students to question the information from UNICEF using the questions in Worksheet Two, question 3.

5. Ask students to reflect on the statistics, using questions such as, 'If children don't finish primary school, what do you think the consequences will be (for the child/country)?'

   Make sure that students know the word 'consequence'.

   Make sure that students are comfortable using, 'If … then…' structures. If they are not, give them time to practise using an English grammar book. This is a very important structure for expressing the sort of thinking that this course encourages.

6. Consider the reliability and implications of the information in Document Two.

7. You might wish to ask students to find out about education systems or educational possibilities in other countries. You could make contacts with schools in other countries through the CIE online forum or through rafi.ki, and share information and pictures about your own school, experiences and education systems.

8. Students should now work in groups to make a display. Emphasise the importance of using the information they have collected to answer the question, 'How important is education?'

   Encourage students to consider the personal, national and global perspective. The display could have different sections, but it is worth reminding students that there are links

between the personal, the national and the global. Remind students to use ideas and information from all the discussions they have had – for instance, they took notes when they discussed questions relating to '*Barefoot Boy*'. They could use some of those ideas now.

Section 3

1. Encourage students to think through issues to do with Human Rights and education, using Document Three and Worksheet Three, question 1. Prompt them with more questions to really follow their thoughts.

2. Students should find information about the UN more independently. If necessary, show them how to do an internet search rather than giving them the website. Remind them to use **www.google.co.uk** or **www.google.com** to get the best selection of websites in English.

3. Students should engage in a mini-project, as outlined on Worksheet Three. Encourage them to put considerable effort into the plan. In the first instance, they should not be distracted by writing the song or designing the CD cover, but should really focus on planning. Suggest that they use a table as follows:

Task	Who	When	Comments
Brainstorm ideas	All	Today	
Find information on school dropout and jobs	Elanta and Markus	By Thursday	This will help us to show that it's a bad idea to drop out of school
Decide a title	All	Today	
Write the song	Maria	By next Tuesday	

4. Students should record their songs and present their performance. They should display the CD cover/poster with a short explanation of the thinking behind it. Each student should vote for the song/CD cover or poster that they like best. Reward the group which gets the most votes.

5. Feedback to students on the quality of their groupwork and co-operation.

6. Encourage students to write a reflective log of their learning in the course so far, using the questions on Worksheet Three, question 4. Writing like this should help them to become independent, reflective learners.

Students have now been through the learning process:

- A topic has been set.
- They have collected information and ideas.
- They have questioned the information and ideas.
- They have reflected on the issue.
- They have planned.
- They have presented information and ideas (poster).
- They have acted (Project).

Students have also practised skills for each part of the assessment:

- They have produced a display which could form part of a Portfolio study.
- They have planned a mini-project and carried out their plan.
- They have considered consequences, questioned the reliability of sources (a form of questioning knowledge claims) and written their opinions. These tasks will help them prepare for the Written Paper.

Students should now be ready for another journey through the learning process on a different subject. Next time they should be more independent. For example, instead of giving them website addresses, you can help them use internet search engines. You can help them to select relevant documents rather than providing the documents. You can remind them to question the information they find by considering whether the source of the information has any reason to lie, or whether it has access to accurate, first-hand information. By the end of the course, students should be able to collect, question, reflect on, plan and present or take action, largely independently.

Resources

Document One

Extracts from *Barefoot Boy* by J.L. Mason from *Bahamian Anthology,* College of the Bahamas Macmillan Caribbean 1983

Little barefoot boy, why no school today?
Is it a holiday that you wander in this way?
Do you dream of bright toys, other little boys
As you wander on your lonesome way,
You with your seven tender years
Little barefoot boy?

Ah! do you see a door unlatched
And think it only a prank, child's play
When you enter and a handbag take away.
No one saw or did not care to ask you why;
So you cracked conch and bread did buy.
Your first try?

Did we not see your pleading eyes?
Did we pass you by somehow?
No matter – you sit silent in the courtroom now
In your rags and tatters, head bowed,
Little, skinny, unloved, frightened
Barefoot boy.

Document Two

- 75 million children of primary school age are not in school, including just under one-third of the relevant age group in sub-Saharan Africa.
- Over a third of children in rich countries complete university. In much of sub-Saharan Africa, less than a third of children complete primary education and just 5% attend university.

http://www.uis.unesco.org/ev.php?ID=7602_201&ID2=DO_TOPIC

Document Three

Universal Declaration of Human Rights Article 26.

(1) Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit.

(2) Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace.

(3) Parents have a prior right to choose the kind of education that shall be given to their children.

http://www.un.org/en/documents/udhr/

Worksheet One

1. Your teacher will show you an image of a young person at school. Answer the questions:

    a. What does school mean to this person?

    b. Why do you think this person feels this way?

2. Answer the following questions:

    a. What do you think about education?

    b. Do your feelings and thoughts about education always match? (For example, do you sometimes feel bored or frustrated even though you think education is important?) Why?

3. Work in groups to think about the following questions:

    a. Do you think that everyone in the world feels the same way about education as you? Why?

    b. What is education for?

4. Read the extracts from '*Barefoot Boy*.' In your groups, consider the following questions. Make notes on your discussion.

    a. Why do you think little barefoot boy is not at school?

    b. Do you think he would like to go to school?

    c. What is this poem trying to say about education?

    d. Is this poem talking about a personal, national or global problem?

    e. Whose responsibility is it to make sure children go to school?

    f. What can be done if parents don't send their children to school?

    g. What reasons are there for parents not sending their children to school?

    h. Do you think that little barefoot boy would avoid crime if he went to school? Why?

Worksheet Two

1. The poem '*Barefoot Boy*' was written in the early 1980s by a Bahamian poet. Use the internet to find answers to the following questions. You will find

   http://www.unicef.org/infobycountry/bahamas.html a useful site.

   a. What proportion of children in the Bahamas attend primary school all the way to the end?

   b. What proportion of children are enrolled in secondary school in the Bahamas?

   c. What proportion of the population in the Bahamas uses the internet?

   d. What effect do you think this will have on education and the economy?

2. Compare your answers to 1a, b and c with statistics from two other countries. You can find statistics about most countries on the UNICEF website.

3. Has your information come from a reliable source?

   a. What is UNICEF?

   b. Does UNICEF have a reason to be untruthful about the statistics?

   c. Does UNICEF have access to accurate information?

   d. So, overall, do you think you should trust this source of information?

4. Read the information in Document Two.

   a. How will the differences in education between children in poor countries and children in rich countries affect their lives?

5. This information comes from UNESCO.

   a. What is UNESCO?

   b. Is UNESCO likely to be a reliable source of information? Why?

6. Make a display to answer the question, 'How important is education?' Use the information you have collected about education around the world. This could include a bar chart showing your answers to questions 1 and 2. Use facts and opinions from your discussions so far on this course. Can you find any relevant images?

Worksheet Three

1. Read Document Three. In groups, consider the following questions:
    a. Do you agree that everyone has the right to education? Why? What about people who stop others from learning?
    b. Do you agree that education should be compulsory? Are there some circumstances in which children should not go to school?
    c. Should education be free? Do we value things that are free?
    d. Do you agree that parents have the right to choose the kind of education given to their children? Don't children have any choice?
    e. At what age do you think that children become old enough/wise enough to make decisions about their own education?
2. Document Three is taken from the Universal Declaration of Human Rights on the United Nations website.
    a. What is the United Nations?
    b. What does the United Nations do?
    c. Do you agree that there are Human Rights which everybody should have?
    d. Do you think that individual countries should be able to choose which rights their citizens have? Why?
3. Mini-Project: You are going to write a song about education and produce a CD cover or poster to go with it.
    a. Your song must express an opinion and not just give facts.
    b. Your CD cover or poster must address some of the issues you have been thinking about.
    c. You must write a project plan, which lists your outcome, all the tasks that need to be done and who is going to do them.
4. Log book: You have now been through the teaching and learning process of collection, questioning, reflecting, planning, presenting and acting. You should write your thoughts and feelings about this process. For example,
    a. What have you learned?
    b. How have you learned?
    c. How is this course different from your other subjects?
    d. Do you like this way of learning? Why?
    e. How can you improve your performance?
    f. Write about one thing that you really enjoyed.
    g. Write about one thing that you are pleased with.
    h. Write about one thing you think you could improve.

5. Accessing help and resources

CIE has produced support materials which can be found on the CIE Teacher Support website and on the Global Perspectives Discussion Forum. Centres registered with CIE have access to these sites. If you are applying for the first time, you will need to request a password. Once you have your password, nothing could be simpler than logging on and accessing:

- Advice on planning the course
- Lesson plans
- Teaching materials
- Advice and discussions about teaching strategies
- Sample Portfolio work
- Sample Project work
- Specimen assessment materials
- Past papers
- Mark schemes (very useful for showing your students the sort of answers which achieve good marks)
- Examiners' Reports (which are full of advice on how to improve students' performance)
- Information about training – online and face-to-face training

In the Discussion Forum you can also chat to teachers of Cambridge IGCSE Global Perspectives around the world. You can support each other, swap experiences, ideas and tips, and make contact with schools which could collaborate with your students either in normal lessons or for the Project.

English language websites (many of them produced by news organisations) from around the world contain useful and interesting articles. Some of the following newspapers and sites could be used to provide different perspectives on the areas of study. You might find articles yourself, or direct students to these sites to help them develop their research skills.

Organisation Name	Web Address	Details
BBC	**www.bbcworld.com** **www.bbc.co.uk/worldservice**	International websites from the London based BBC.
Aljazeera	**http://english.aljazeera.net/**	Qatar based international news and current affairs channel.
New York Times	**www.nytimes.com**	News and opinion from serious US publication.
The Times	**www.timesonline.co.uk**	Serious UK newspaper. The Guardian and Independent sometimes give alternative views.
Daily Mail	**www.dailymail.co.uk**	Can be a very good source for analysing argument in class.
Mail and Guardian	**www.mg.co.za**	South African news and opinion.
New Zealand Herald	**www.nzherald.co.nz**	New Zealand perspective on news.
Straits Times	**www.straitstimes.com**	From Singapore.
Jakarta Post	**www.thejakartapost.com**	Asian view from Indonesia.
Bangkok Post	**www.bangkokpost.com/news**	From Thailand.
New Straits Times	**www.nst.com.my**	Malaysian source.
Pakistan Dawn	**www.dawn.com**	View from Pakistan.
Asia Times	**www.atimes.com**	Hong Kong based.
New Scientist	**www.newscientist.co.uk**	Scientific context.

6. Teaching strategies

Learning by doing

The main challenge for teachers is to step back from being the centre of action in the classroom and let students take control of their own learning. Because this is a skills-based course, students will learn best by practising the skills. Because the specific content of the course is less important than the way students handle the information, there is less need for teachers to communicate information.

Control

When teaching a traditional subject, the teacher has control over everything in the classroom. When students are independent, active learners, the teacher has to hand some of that control to the students. Students may well decide what they are doing in some lessons. It is probable that they will decide which information to use. Remember that you are not 'out of control'. You become a manager and director, using suggestion and questions and nudges to make sure that students are learning and practising appropriately.

Teaching roles

This emphasis on active learning does not mean that the teacher has no role. The teacher will still need to:

Question – one of your main roles will be to ask questions which require students to think, and to use their skills.

Plan – you will need to plan how students will practise their skills. You will need to prepare activities which allow them to practise and which require gradual independence.

Organise and manage – when students are engaged on work for the Project or Portfolio, you will need to provide deadlines, help students to set short-term goals, and manage their progress. You will need to ensure that students are directing their own learning appropriately.

Facilitate – you will need to facilitate learning by making sure that equipment, rooms and internet access are available. You will need to answer students' questions and direct them.

Motivate – at times you will need to encourage students and keep them motivated. You will

be familiar with this role from your other subjects. In this course, because you will have the opportunity to listen to your students much more, you should quickly become aware of their strengths, weaknesses and interests, which can be used to help motivate students.

Support and guide – students sometimes need an objective adult to help them make progress. They can become too close to their work, and a teacher can help them to take a step back. A teacher can make positive suggestions to help a student overcome a difficulty.

Assess – you will provide formative assessment. That is, you will make comments which show students how they can improve, and you will help students to use mark grids and mark schemes so that they know how to access the highest marks they are capable of. You will also provide final assessment. That is, you will mark the Portfolio and the Project. These will be moderated by CIE.

Activities

This change means, for example, that, instead of giving students information about water use in Sub-Saharan Africa, you will organise group activities in which students collect, select, question, reflect on and present information about this issue. You will encourage students to consider personal, national and global perspectives, and you will encourage students to use the information they have gathered to present an argument or opinion rather than just cutting and pasting information.

7. Planning the course

There are a number of different ways that you might plan this course. You know what the end point of the journey is: students have to demonstrate understandings and dispositions in Portfolio investigations, a Project and a Written Paper. You know that students need to engage in repeated journeys along the learning process. Beyond that, you have a great deal of freedom. Schools have successfully used both of the following possibilities:

Possibility 1

Choose five areas of study. Work on them in detail so that students gain a thorough understanding of the issues involved from a number of different perspectives. Use these five areas of study for the Portfolio and Project. Teach the skills for the Written Paper in separate lessons throughout the course.

Possibility 2

Work through 10 – 16 areas of study in the first year, developing skills. Allow students to choose their own areas of study for the Portfolio and Project in the second year. Integrate teaching of skills for the Written Paper into general teaching and encourage students to use these skills in the Portfolio and Project.

An outline plan of Possibility 2 might look like this:

Year One

12 x 3 week journeys through the Teaching and Learning Process (TLP).

In a 39 week school year this will leave three ‘spare’ weeks for topics that take longer, or interruptions caused by school events or exams etc. Each journey through the TLP should gradually increase the demands on students by adding more skills and encouraging them to be more independent.

This outline has been organised so that topics with very clear personal perspectives come earlier in the course, and more challenging topics come later in the course when the students are more independent. Depending on your students, you may find that some need more challenging topics sooner in the course.

This outline is intended to stimulate thoughts rather than to be a fully worked out plan.

	Area of Study	Notes
1	**Family**	Lots of support for students. Explain TLP and concept of journeys. Provide three or four stimulus texts (perhaps a poem such as ‘’Carnival Time’ or ‘Listening to a Tale about A Mum and a Dad,’ by Grace Nichols in *Give Yourself a Hug* Puffin 1994/ some statistics about families/etc). Expect students to find a small amount of information within strict guidelines, perhaps answers to specific questions. Discuss ways of questioning sources (reasons for not being truthful, bias, expertise etc.) Make contact with another Cambridge Centre in a different country. Exchange information about families on a personal level. Discuss families at a more national level – how important are families in your country/in your correspondent’s country? What global influences are there on the family (e.g. multi-national companies providing work or effects of global economic crisis on income/stress/education)? Presentation – display to include pictures, comparison of families, issues that are important to them. Students should begin to give opinions and value judgements about some issues and support these with reasons and evidence.

	Area of Study	Notes
2	**Education**	Still lots of support for students. Remind them/ask them to remind you of some issues from last journey through the TLP, such as how to question sources. See Lesson plans Work with correspondent school. Reflect on why education is important. Present – perhaps on which system is best?
3	**Water**	Starting now to add skills such as identification of key issues/ consideration of possible consequences/value judgements
4	**Employment**	
5	**Humans/Other Species**	Gradually encouraging students to collect more information themselves. Question sources. Reflect on issues Present in a variety of ways.
6	**Disease and Health**	Visit archives Write to doctor / ministry of health / health campaigners /health charity
7	**Fuel and Energy**	Practice written exam?
8	**Tradition, Culture and Language**	Practice Portfolio Study?

	Area of Study	Notes
9	**Law and Criminality**	Students are now much more independent. They should be able to negotiate their way through more complex questions and slightly more abstract issues. It might now be possible to encourage students to frame their own questions. Frame a topic/question Collect and select Question Reflect/Plan Present/Act Practice Project?
10	**Trade and Aid**	
11	**Belief Systems**	
12	**Conflict and Peace**	

Year Two

1	Begin with a journey through the TLP for three weeks which does not lead to exam work, in order to bring students back to the level of performance they had reached before the holidays. Students should choose their own topics. Outcome to be selected by students with teacher guidance – poster, video, poems, written work.
2	Students select four areas of study which interest them. These may be topics from Year One which they wish to investigate in more depth. These may be topics on the list in the syllabus which have not been covered in class. These may be areas which interest the student but which are not on the list (in which case contact CIE using Appendix C: Area of Study Proposal Form).
3	Teachers remind students of what they need to do in the Portfolio Basic and Extended Studies. Teachers set up a plan for meeting individual students and enabling them to work independently and effectively.
4	Students work individually. They complete two Portfolio Studies.
5	Teacher to remind students of what they need to do for the Project. Students work in groups towards Project. Care must be taken to avoid overlap.
6	Students work individually. They complete two further Portfolio Studies.
7	Focus on skills for the Written Paper. (Note that many of these are skills that students should have been using through the course – they are being revised and honed for the exam, not introduced now).

See the Teacher Support website for an alternative course plan.

Remember that there is no single, right way of delivering this course. How you plan will depend on your school, the teachers and the students. So long as students develop the skills required, you can teach this course in the way that best suits you.

8. Assessment

Coursework

The Portfolio and Project together form 70% of this course. It is therefore very important that teachers and students are aware of the regulations governing coursework.

Plagiarism

All work submitted must be the student's own work, or in the case of the Project Plan, the work of the group of students. Any quotations must be marked as such, and work quoted must be credited. Sources quoted 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 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 in English problematic, than long paragraphs of work which have been clearly cut and pasted from another source.

Candidates will need to sign a declaration statement indicating that the Portfolio/Project 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 on submission to CIE.

The role of the teacher

Candidates will need direct support to help them:

- to understand the nature of the task
- to understand how to collect, select, question, reflect on and present personal, national and global perspectives
- to develop the necessary organisational skills and
- to understand the meaning and significance of plagiarism

Teachers may help candidates to

- find and refine a suitable question/issue
- identify the main issues, perspectives and possible courses of action in their chosen area.

Nevertheless, the presentation must be the candidate's own work. Candidates will be expected to read and carry out their research on their own and, once drafting has begun, the candidate must complete the process without further subject-specific assistance.

Teachers may not:

- undertake any research for a candidate
- prepare or write any notes or drafts for a candidate's Portfolio or Project
- correct, suggest corrections to, or identify shortcomings in any part of a candidate's written/electronic Portfolio notes or drafts
- prepare any part of a candidate's Portfolio or Project
- carry out for the candidate any actions leading to the achievement of the Project Outcome

The Portfolio

The focus is on research, developing lines of reasoning, consideration of a wide variety of perspectives and reflecting on own circumstances. Credit in assessment will be given for quality of personal reflection in response to facts, not for quantity of information.

Structuring the Portfolio

One useful way of structuring the Portfolio is:

- Identify the area of investigation and set a question which can be answered in the rest of the work.
- Give reasons for the choice of topic/question.
- Present issues, showing understanding of different perspectives, including personal, national, local.
- Analyse and evaluate information, ranking key elements.

- Predict possible scenarios.
- Evaluate likeliness of scenarios and effects.

Extended study

- Identify possible courses of action / solutions.
- Provide a personal reflection, clearly based on an understanding of the information collected.

There are other ways of organising a Portfolio, but teachers should ensure that students are aware of, and meet, the assessment criteria.

Portfolio assessment criteria

- Gather information, representing different perspectives.
- Analyse issues within the areas of study.
- Identify and evaluate possible scenarios.
- Formulate possible courses of action.
- Develop evidence-based personal response, demonstrating self-awareness.

Portfolio: common problems

- Areas of information chosen rather than issues or questions which can be answered.
- Too much information gathering.
- Too much cutting and pasting (cf plagiarism).
- Too little understanding, analysis, evaluation, reflection, selection, use of evidence, development of reasoning.
- Different perspectives often mentioned in passing but not considered or used in coming to a judgement.
- Unstructured submissions.
- Word limits exceeded.

- Little understanding of future possible scenarios (replaced by consideration of actual situations).
- Any judgement / evaluation tacked on at the end rather than informing the whole study.

Possible solutions:

Framing a question which can be answered within an area of study would help to avoid many of the other problems.

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 in order to answer that question (which will involve analysis, evaluation, reflection etc). It ought also to 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. The 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.

Problems with word limits and plagiarism can easily be dealt with by clear management and ensuring that students are aware of the assessment requirements.

The Project

The Project should allow small groups of students to take some form of action to produce an outcome, whilst allowing them to demonstrate that they can analyse issues, work in group and collaborate with students from another country.

Outcomes

There are many different suitable outcomes. The outcome should demonstrate some form of practical action in response to issues arising from one of the areas of study. For example:

- An advertising campaign (persuading people to use water more sensibly).
- A water-saving device.
- An awareness day.
- A series of poster designs showing different perspectives.

Students must clearly state their proposed outcome in the Project Plan.

Group size

Groups should be between four and six. It is recommended that four is an ideal size to ensure that each student has enough to do.

Cross-cultural collaboration

The project should show evidence that students have worked with students from another country or culture. This work should inform the whole project, not simply be represented in the comment, 'we talked to students from another country.' For example, students working on an awareness day could interview students in a partner school. They could represent, analyse and evaluate their responses as part of the way they raise awareness.

Project Assessment Criteria

Group

- Constructive Participation in Discussions.
- Project Plan.
- Representation of different viewpoints and perspectives (including cross-cultural).

Individual

- Participation in group work / activities.
- Evaluation of Project Outcome.
- Evaluation of individual contribution and learning.

Project: common problems

- Groups too large.
- Whole classes working on the same project.

- Little evidence of cross-cultural collaboration.
- Topics repeated from the Portfolio.
- Outcomes not specified and therefore individual evaluation of success in achieving outcomes becomes problematic.
- Tendency to gather and write down information in an area of study rather than undertake something active such as building a model, designing a campaign to raise awareness, setting up an exhibition, producing a play.
- Alternatively, where the outcome is suitable, there may be too much focus on the outcome itself rather than the link to issues in an area of study or the thinking processes behind the outcome (which gain the marks).
- Cutting and pasting (plagiarism).
- Over-guidance by teachers regarding preparation of templates, correcting drafts of work etc.

Possible solutions:

- Assist students in setting aims and outcomes.
- Ensure that students are aware of the assessment criteria.
- Use the Teacher Support forum or rafi.ki to establish links with partner schools for Project Work.

The Written Paper

The focus of the written paper is inquiry, reasoning and evaluation.

In response to stimulus from two different areas of study, candidates should be able to:

- Identify key elements from a complex situation.
- Question meanings, knowledge claims, ends/values, likely and possible consequences, alternative perspectives etc.
- Propose lines of inquiry.
- Develop lines of reasoning.

These skills are likely to be tested by means of questions such as:

- Explain why some people are against X.
- How likely is it that Y will happen?
- What else would you need to know?
- What do you think? Give reasons to support your opinion; show that you have considered other points of view and why you disagreed with them.

The main area where candidate performance could improve is in questioning meanings, knowledge claims, ends/values, likely and possible consequences, alternative perspectives etc.'

9. Glossary

Active Learning: Methods of learning in which the learner is actively engaged for example in research sequences, designing, peer assessment, role play, making artefacts or videos, etc.

Assessment: Formative Assessment measures progress in learning and involves techniques such as conferencing, short tests or quizzes, structured question tests, observation of performance. Summative assessment measures achievement in learning and may involve portfolios, projects (or other aspects of coursework) and written examinations.

Design: This is a bigger term than just 'Planning'. Most design work responds to a brief or specification, in this case the, Global Perspectives Syllabus, and this involves teachers in the 'envisioning', drafting and detailing of learning programmes, modules and units and the learning activities to meet design learning objectives.

Differentiation: Given that learners have different 'needs', it follows that elements of design such as learning activities, assessment schemes and evaluation techniques should try to meet such needs. In this way learning can be a positive and rewarding experience for each learner.

Evaluation: This looks at the ways in which learning and learning experiences can be developed. The quality of such reviews depends largely upon the quality of input evidence, the range of evidence sources and the time devoted to the exercise. Evaluation should be formative as well as summative and teachers ignore it at their peril.

Facilitate: An awkward term which compounds elements of provision (such as resources, instructions and learning environments), management (of time, resources, navigation of learning programmes, modules or units) and guidance in skills, operation of equipment, production of oral and written work.

Learner Feedback: Teachers are often wary of gaining feedback from learners but properly targeted and sensibly used it can provide useful input into evaluation, give a more 'professional' dimension to a course and help foster useful learning 'bonds' between teachers and students.

Learner Needs: These may be emotional, physical or personal and there is no doubt that

each student has individual interests, aptitudes and skill confidences. Successful teachers and learning programmes find out what these needs are at the earliest opportunity and gear learning activities towards meeting them.

Practice: This puts designs into action. In this subject key elements of practice include clear instructions, careful facilitation, teamwork and other forms of active learning, formative assessment, frequent evaluation and in-school coursework assessment.

Professional Diary: It is good practice for teachers (as well as students) to make very regular use of a log or diary to record events, views and comments as they happen. This is more than – and additional to – any markbook or record of marks, grades or comments. It is a direct aid to evaluation and is very much to be recommended.

Reflective Practice: This comprises elements of comment, feedback and evaluation and is common to other professions beyond teaching. It provides analysis and perspectives which improve learning activities and professional practice.

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