Skills Section 3

General

The skills in this section build on those in Skills Sections 1 and 2. They are aimed at students who are becoming more independent and gaining the confidence to start to consider assessment requirements. Research and projects suggested in this section are suitable for assessment, but students wishing to achieve higher grades would be well advised to revisit the work after Skills Sections 4 and 5.

Expect most students to be fairly independent about setting up their research and remembering to check on the skills and processes they need, and encourage all students to at least try to be independent. Aim for students to treat you now as a mentor who can guide and help them achieve their aims. They should no longer be reliant on you to set those aims or to tell them what to do step by step.

It remains more important that students gain independence, confidence and practice in working through the learning process and applying the Global Perspectives skills in real learning contexts than that they achieve at the highest levels. As assessment comes closer, students will want to familiarise themselves with assessment requirements and standards but encourage them always to progress towards assessment standards in small increments through real development and understanding. They can best do this by pushing their thinking one step further whenever possible, and not by worrying about performance.

Some students may benefit from additional practice from Skills Section 2. Others might be better off working through Skills Sections 3 and 4 together before doing a full-length research report and full-scale project to ensure that they have time to extend themselves in Skills Section 5. It goes without saying that the more independently students are working, the easier it is at this stage to allow them to find their own routes through the course to best meet their needs.

Difficult issues

The Global Perspectives approach to difficult issues is to find ways to deal with them, to overcome emotive responses and to foster thoughtful, respectful debate.

Issues in Section 3 should not be too upsetting in general, however the following should be noted:

- disease and health – obesity is very emotive, with blame, personal moral fault, eating disorders and self-esteem as issues; issues to do with AIDS, malnourishment and deprivation-related disease can all be distressing
- poverty and inequality – some of the rhetoric around poverty, blame and laziness can be emotive; issues of inequality can be distressing; some issues and images that students may encounter relating to extreme poverty and want can be upsetting.
Encourage students to notice for themselves when they are emoting rather than reasoning, or to set up monitoring systems among themselves, with a caution that empathy and using emotions to inform reasoning are acceptable.

**Guidance to activities**

**Activity 1**

Encourage students to start their work as independently as possible. They should be able to think about: internet searches, skim reading, identifying what they need to know (on a small scale), references, making notes, asking questions, looking at facts, issues, causes, consequences and perspectives.

If students need assistance in referring back to skills from the first two sections, try to use questions rather than instructions. Even the weakest students need to believe that they can find a starting point, however small. An internet search for “what is infrastructure?” or “infrastructure issues” can be a starting point.

**Activity 2**

Encourage students to see this as a preparatory activity for choosing and planning a line of inquiry that is really interesting to them. Use questions to help them to push their thinking as far as it will go and avoid superficial, thoughtless responses.

Questions formulated in (d) can be revisited later, for instance, in Activity 3, and improved.

**Activity 3**

Encourage students to set up processes to help them to answer the question, for instance, using a table. Encourage them also to think about and justify their answers.

<table>
<thead>
<tr>
<th>Possible question</th>
<th>Is this focused?</th>
<th>Can I develop reasoning?</th>
<th>Does this meet assessment criteria?</th>
<th>Overall</th>
</tr>
</thead>
<tbody>
<tr>
<td>What are the key issues in poverty and inequality?</td>
<td>No, quite broad.</td>
<td>No, just a list of issues.</td>
<td>No, doesn't deal with causes, consequences or perspectives.</td>
<td>A useful question to start thinking about but not a good research question.</td>
</tr>
<tr>
<td>Should we build a new airport in my area?</td>
<td>Yes.</td>
<td>Yes, I can look at arguments for and against.</td>
<td>Yes, it's possible to analyse problems, consider causes and consequences and to see this issue from personal, national and global perspectives, and consider a variety of solutions.</td>
<td>A good research question.</td>
</tr>
<tr>
<td>Question</td>
<td>Answer</td>
<td>Answer</td>
<td>Answer</td>
<td>Answer</td>
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<tr>
<td>What is the quality of life like in Delhi?</td>
<td>No, this focuses on a geographical area but not on a problem or key issue.</td>
<td>No, the answer to this question will be a description. Describing is not developing reasoning.</td>
<td>No, this question doesn’t ask for analysis of a problem, causes and consequences, different perspectives or possible solutions.</td>
<td>Again, this is a useful starter question that can be developed.</td>
</tr>
<tr>
<td>What are the effects of urbanisation on people’s quality of life? How can we deal with those effects?</td>
<td>No, this is quite vague and general.</td>
<td>The first part of the question would lead to a list of effects. The second part could deal with arguments for different proposals.</td>
<td>The second part of the question would meet some of the assessment criteria.</td>
<td>This question can be developed to give a clearer focus, and put more emphasis on meeting the assessment criteria.</td>
</tr>
<tr>
<td>How can we ensure that all children are vaccinated against serious diseases?</td>
<td>Yes, vaccination is one specific area in health and disease. It could be narrowed down to “all children in one particular area” but this is not necessary.</td>
<td>Yes, I can use arguments and explanations about which methods are better or more effective.</td>
<td>Yes, I can analyse the problem, consider causes and consequences, different perspectives and different possible solutions.</td>
<td>A good question.</td>
</tr>
</tbody>
</table>

**Activity 4**

Most students should set up their own discussions fairly independently, using the guidance on page 90 and referring back to Skills Sections 1 and 2 if necessary. Some groups might start to apply their understanding of teamwork and project planning, and divide up the work of cross checking.

As ever, encourage students to think things through and justify their views. Encourage them to focus on whether the beliefs have been sufficiently checked rather than on whether they are right. It’s still important that students arrive at understandings for themselves, but actually, it doesn’t matter how many of your friends express an unsupported belief on Facebook or Baidu. It’s still an unsupported belief and needs to be checked.

The answers below are not complete lists of possibilities. Encourage students who think through other relevant ideas.

(a) (i) This has not been checked enough. It is plausible, but there is no reliable source. Your friends aren’t experts, and people tend to share scare stories without factual basis or supporting arguments on social media. You could check a reliable healthcare site, or a reputable scientific journal or magazine. You can ask what evidence there is. Some people who have used mobile phones may have brain cancer but would they have got brain cancer anyway? How many millions and billions of people use mobile phones without getting brain cancer? Did the people with brain cancer use their phones a lot more than others? Had they been using phones for longer than others? Have
mobile phones (cell phones) been around for long enough for this to be a fact rather than a hypothesis?

(ii) This has not been sufficiently checked. It is plausible if you live in a country like the UK and it is winter, where there is sometimes enough snow to close schools, but not enough for local government to invest in snow ploughs to clear roads. It is not even plausible if it is summer or if you live in, for example, Singapore. Your friends are more likely to be reliable about this than about mobile phones. However, it’s also plausible that someone might start this as a joke or prank, and for others to believe it and share it without checking. You could check the school’s website, phone the school, or listen to local radio. You could question whether the weather forecast predicts heavy snow, and whether the school usually closes or stays open in heavy snow.

(iii) This has – eventually – been sufficiently checked. There seems to be a clear error in the social network report arising from a misunderstanding of several newspaper reports. (It sounds implausible that anyone would believe this, but it was the author’s daughter!) You have to question whether it is plausible that the leader of the Catholic Church would engage in cannibalism in the 21st century.

(iv) This has been insufficiently checked. It needs to be checked against other sources – other newspapers, or preferably an original source such as a UN agency. It’s actually inaccurate, and it’s quite common that a typo in one source is accepted without checking and becomes commonly accepted.

(v) This has been thoroughly checked.

Activity 5

(i) This can be checked and verified.

(ii) This is an opinion which cannot be checked or verified.

(iii) This is a value judgment which cannot be checked or verified.

(iv) This is an opinion. Note that a number or percentage does not necessarily indicate a fact (although it often does). You could argue that it could be checked and falsified, but it would still depend on opinions and values.

(v) This is a prediction. The prediction can be checked – there should be a basis for the prediction – but it can’t be verified because it hasn’t happened yet.

Activity 6

Expect students to set up their work independently, and offer help rather than instruction. Encourage them to think the issues through as much as possible. It might be better to pick one or two of these to think about thoroughly than to do all four superficially.

The first two examples here are based on the statement in (i) while the third is based on (iii).
It exaggerates and oversimplifies. It ignores other possibilities.

This student may be attempting to use the ideas from pages 92–93, but hasn’t actually applied or used them, and you can’t even tell which prediction the student is evaluating. Encourage the student to think about how it exaggerates. Will the traffic really get very much better? Will a ring road really bring more business to the city? What specific possibilities are being ignored?

This is oversimplified – why will a ring road bring more business to the city?

This student has identified one reasonable problem with the prediction, but has stopped thinking too soon. Encourage the student to develop the answer. In what ways might better roads and less congestion improve business? What other options are there?

This is oversimplified and exaggerated – setting up a regional development agency might help to prevent people from migrating to the city, but it depends on lots of other factors, and isn’t going to stop people migrating. The agency needs to come up with good policies to make staying in local areas seem good to people, and this can be quite difficult – it would mean encouraging businesses to set up in the regions, which might mean spending a lot of money on infrastructure. It might just waste a lot of money.

This is a very thoughtful response. Encourage this student to think about whether setting up a regional development agency is a bad idea or just not a cure all. Encourage them to think about the kinds of policies that might make staying in local areas seem good to people. What examples of this exist already? How could the student find out?

**Activity 7**

Expect students to set up their own working groups and procedures, and encourage them to really focus on what it is realistic and reasonable for each group to do. For instance, the government isn’t going to clean the toilets, but they might provide money for toilet improvements. Encourage students to think about realistic and likely consequences. For instance, parents could fund a working group of students to paint some of the classrooms. One consequence of this might be that there was an improved sense of community and that students might feel some ownership and pride in the school. But this isn’t certain and another consequence might be that school management started to leave more things to parents instead of just fixing them.

This activity aims to help students to think about who can achieve what, but also to make them realise that they themselves can make a significant difference to their own environment. If some students are motivated, it might be possible to make a project out of this. Chapter 9 (infrastructure) suggests putting a proposal to the headteacher as a project. Students might want to go further and actually make changes. If your school has different cultural groups, this could include an aspect of cross-cultural collaboration.
**Activity 8**

Encourage students to really think about what reflection is, and how they can set up the conditions for real reflection (as opposed to superficial box ticking or analytical, logical thinking or decision-making). Some students may benefit at this stage from a consideration of the different types of thinking that they do, how they are different, and what conditions work well.

It might also be worth considering if the quiet student who is staring out of the window daydreaming, watching the world go by reflecting? Are daydreaming and reflecting actually incompatible?

(How can you fit reflection into your lessons, while also ensuring that no one goes off task? What works in your classroom?)

**Activity 9**

Again, expect students to set up their own working groups and procedures. Use questions to encourage deeper thinking.

<table>
<thead>
<tr>
<th></th>
<th>Research and thinking</th>
<th>Different perspectives</th>
<th>Appropriate actions and outcome</th>
<th>Collaboration</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a)</td>
<td>Cleaning a river doesn’t obviously require research but you could research the causes and consequences of dirty rivers (health, social, financial).</td>
<td>You could find personal and national perspectives on cleaning this river quite easily, and look at the importance of rivers internationally.</td>
<td>Sorting out pollution in the Yellow River or the Nile might be unrealistic, but removing rubbish from a smaller river, and negotiating with local companies that cause river pollution is realistic and achievable.</td>
<td>Clearly requires collaboration. Might be cross-cultural depending on the nature of the local community and the school. If in doubt and you would like to do this as a real project, check with CIE.</td>
</tr>
<tr>
<td>(b)</td>
<td>You can research causes and consequences of diseases in the area to support the need for vaccination.</td>
<td>There are personal, local and global perspectives that you can consider.</td>
<td>This is an extremely ambitious project for a group of 14–16 year olds! Not realistic.</td>
<td>Yes.</td>
</tr>
<tr>
<td>(c)</td>
<td>As above.</td>
<td>As above.</td>
<td>Realistic but needs to be time-bound.</td>
<td>You’d need to be careful to actually collaborate with people from another culture, and not just donate money.</td>
</tr>
<tr>
<td>(d)</td>
<td>You could do some research about causes and consequences.</td>
<td>There are different perspectives on poverty.</td>
<td>This aim is too vague and not active.</td>
<td>No.</td>
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<td>(e)</td>
<td>Research the issues, causes and consequences of a local infrastructure project.</td>
<td>Likely to be a range of different personal and national perspectives. There may be a global perspective (depending on the nature and scale of the project) or you could include this by looking at the global/international consequences or by considering similar projects elsewhere.</td>
<td>Specific, active, realistic (depending on the scale of the video) but needs to be time-bound.</td>
<td>Could easily include collaboration with different cultural groups, local businesses and so on, but this is not yet in place. If you want to use this as a real project, check with CIE.</td>
</tr>
<tr>
<td>(f)</td>
<td>Yes.</td>
<td>Yes.</td>
<td>Too vague, not active. How would this be an active project outcome and not just another research report?</td>
<td>No.</td>
</tr>
</tbody>
</table>

**Activity 10**

There are no right answers here – encourage students to think for themselves. Encourage real links rather than superficial ones such as “Oh, we’ve said it’s a pop concert about Africa, so that’ll do”. It won’t do!

Note that (c) requires a list of materials and things whereas (d) requires a list of tasks and actions.

**Activity 11**

Encourage students to come up with reasons which really move the debate on, evidence which is properly supportive of the reasons, and to think about the logical structure and meaning. It’s better to have one good reason that really makes you accept the conclusion than to have lots of unrelated bits arranged without logic or meaning.

The examples here relate to statement (a).
Reason: We need a new airport
Evidence: There isn't an airport
Mini conclusion: I think an airport would be good so we don't have to drive for two hours before we fly on holiday.
Conclusion: We should build a new airport.

We have a lot of international trade and business here, but the airport has only one runway so we can't land enough aeroplanes. Also, it was built in the 1960s, so it is dingy, ugly and not suited to the needs of the 21st-century traveller. So we need a new airport here.
Reason: Trade and business plus only one runway.
Mini conclusion: We can't land enough aeroplanes.
Plus
Reason: It was built in the 1960s
Mini conclusion: So it is dingy, ugly and not suitable.
Conclusion: We need a new airport here.

This student has tried, but hasn't managed to make logical links or to move the discussion on. Ask them why we need an airport. Is it just for holidays? Does “We need a new airport” really give us a reason to believe that “I think an airport would be good?” Why should the airport be here and not in the next city?

This is a well structured line of reasoning, with good use of mini conclusions, and it is well connected with “so”, “also”.
Encourage this student to research some precise information about trade, business, number of aeroplanes needed versus number that can land. Evidence on its own isn't always good, but the right evidence, well used, can improve an argument.
This student could also think about why the airport should be here and not in a different place. That would give another line of reasoning.

Activity 12 and Activity 13
Expect students to work independently, and encourage them to push their thinking.

Activity 14
These games, and variants of them, can be used as fillers every so often. The aim is to help students to speak confidently without reading, as you need to do if you are giving a good presentation. Repeated practice in speaking in front of the class in low stakes situations will help students to feel more at ease when they are speaking as part of an assessment. Repeated use of video – a mixture of students using their own smart phones and more formal recording with microphones and a “camera” – and an audience will help. So, if students are likely to want to give spoken presentations as part of a multimedia research report or project report, it is a good idea to use games like those in activity 14 every so often. They can also provide a welcome five-minute break in a lesson mostly focused on research.

I hate being videoed, but my professional life requires it sometime. So I tend to put a hat and sunglasses on the camera and a colourful scarf around the tripod to make it seem as if I am actually talking to a friendly colleague. Then I can relax, meet “her” eyes, engage “her” interest and interact in a more human way. Students might have fun dressing the camera up so that it looks like someone they would feel relaxed with. The wrong dress code for the camera can make it seem more like talking to
the headteacher when you’ve done something wrong, though.

You can also use variants of these games to help students with language, whether their first language is English or not. For instance, instead of activity (b), you can get students to define or explain the key words from a card, while other students guess what the word is.

**Activity 15**

Encourage students to set their own limits for this activity, and to set realistic aims for themselves. Some students may be ready to do a full-length trial run, while others need to speak for one minute and present a couple of diagrams showing causes and consequences. Chapters 9–12 offer students the opportunity to do assessment level work, so this activity provides a valuable opportunity to do a multimedia presentation without exam stress, to help students to decide what is the best option for them when it comes to assessment.