Skills Section 5

General

This section builds on Skills Sections 1, 2, 3 and 4 and extends the skills to help students reach the highest grades and to advance to the next level. The topics deal with complex concepts and the activities require a high level of skill and independence.

Chapters 17–20 suggest research questions and project outcomes, and these are suitable for assessment, but instead of activities to support the research and project, they contain full-length practice written papers.

Some students may benefit from additional specific skills practice from Skills Sections 2, 3 or 4 rather than attempting some of the extended skills in Skills Section 5, but most students should find the activities relating to reflecting on learning beneficial. Most students should also benefit from the practice written papers. It is worth noting, however, that the concepts in these practice papers are generally more complex than those in Section 4.

The challenge for the teacher here, therefore, is to juggle the differentiated needs of students working at different levels. The more used they are to working independently, and the more they have grown to relate to the teacher as a mentor, the easier it will be to facilitate their different activities. Ideally, many students – and not only the most academically able – will be able to identify their own learning needs. Activities on reflective learning should prompt students to recognise areas in which they need more practice. Thus Kayla might recognise that she needs to go back to Section 3 and work through the activities on realistic and likely consequences in two or more chapters. Similarly, Adrianna might realise that she needs to go back to Section 2 for more practice identifying personal, national and global perspectives, and Aisha might want to learn more about the beliefs that underlie perspectives, which she can find in Section 5.

The table of skills activities will be useful in guiding students to the appropriate activities.

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. The issues in Section 5 are both conceptually and emotionally quite challenging at times. Belief systems and conflict and peace, for example, are both topics that go right to the heart of our beliefs about ourselves and our nations.

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

All students should be able to gain from the reflective learning in (a) and (b). Encourage students to be thorough and independent, and to bear in mind that this activity leads up to the final, assessed work.

(c)–(f) It is likely that only the most independent students, and those who are most capable of dealing with complex, abstract concepts will benefit from a thorough consideration of these topics, although most students may benefit from some discussion. Encourage the most independent and able to read through all the questions, to choose those they find most interesting, and to find others to work with who have similar interests. They should then start to consider questions in that area, making sure that they are raising questions and using the Global Perspectives learning process and skills for getting started on a topic. Remind students that they do not need to provide factual answers to these questions, but to stimulate their ideas prior to planning a line of inquiry.

Other students should consider which areas of the syllabus that they haven’t yet researched might interest them and start to ask questions, or to work through the support materials in an earlier chapter.

(g) All students can choose an issue that interests them. For many, this issue may come from another section, where the concepts are less complex or abstract. Expect even weaker students to find a question to ask which can start them on a line of inquiry.

(h)

<table>
<thead>
<tr>
<th>Could this question be good?</th>
<th>How could it be improved?</th>
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<tbody>
<tr>
<td>(i) This is a popular English language, journalistic-style question.</td>
<td>What actions can individuals, communities and/or governments take to help multicultural communities understand each other and live more harmoniously?</td>
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<tr>
<td>However, it is rather general and doesn't lead students to focus on an action or proposal, but rather to listing advantages and disadvantages. For that reason, it is unlikely to help students to meet the Global Perspectives assessment requirements. It also creates a false dichotomy between the extremes of “blessing” and “curse” and doesn't encourage students to look at the different perspectives or to see the complexity of the real issues.</td>
<td>What can my country learn from the Singaporean model, for example, of multicultural coexistence?</td>
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<td>(ii) This is too broad and too general. It needs to be narrowed down to something more realistic.</td>
<td>How can local and international groups cooperate to bring an end to conflict in, for example, Syria?</td>
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<tr>
<td>(iii) This is a strong question.</td>
<td></td>
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<tr>
<td>(iv) This is a popular English language, journalistic-style question.</td>
<td>To what extent do we need English as an international commercial language?</td>
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<tr>
<td>However, it is vague, general, and likely to lead to students rambling in a way that cannot meet the Global Perspectives assessment criteria. They will not develop a line of reasoning.</td>
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<tr>
<td>(v) This is a strong question.</td>
<td>A country could/should be specified.</td>
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**Activity 2**

(a) Blockbuster Hollywood-style action movies, traditional films (which remind young people that Localia is important), films in Localian which emphasise Localian traditions but which create a fusion of old and new.

(b) B has a rather confused perspective, which seems to waver between focusing on Localia and defending America. There may be an idea in there about the realities of life in a modern Localia but it isn’t clear. B mostly seems to react to whatever has just been said by objecting.

(c) Blockbuster Hollywood-style films could attract attention, revenue and tourism to Localia. However, they may distract from the realities of life in Localia, American values might overwhelm local values, and an attempt to produce Hollywood-style films might well lead to a poor imitation rather than anything of real artistic or commercial value.

Traditional Localian films could reinforce local traditions and values and remind young people that Localia is important. On the other hand, they could lead to Localia being stuck in the past.

A new style of Localian films could fuse old and new, and develop a modern version of traditions and values. But (this is not in the text) this might be quite hard to achieve, and would probably not attract international audiences in the way Hollywood blockbusters do. (Although, as an aside, this isn’t necessarily true – Nordic crime drama has achieved significant international popularity, which seems to be accompanied by some interest in the language and culture of Denmark, Norway and Sweden.)

**Activity 3**

Encourage all students to revise their questioning skills and think about ways to improve them.

**Activity 4**

Encourage students to debate, discuss and to question their own assumptions. For instance, is their country as free, as stable or as equal as they like to think?

**Activity 5**

(a)–(f) Encourage students to reflect, to challenge themselves and to really think about this. They need to justify their opinions, always moving to the next level of empathy and/or justification. The limits to our understanding of other people’s values can be especially interesting.

(g) The following are suggestions.

A: We want money, fame and glamour to come from the films we make. An energetic young producer is more likely to create successful Hollywood-style films than a more thoughtful or older producer.

D: We want to keep our own traditions, language and values more than we want to adopt American ones. It is important for us to believe in the value of our own country.
Activity 6
(a) A predicts some fairly unlikely consequences – all of us becoming rich and beautiful and all our economic problems being solved is a big jump from making Hollywood-style blockbuster films. It’s not impossible that this kind of film could put Localia on the map and increase revenue, but as C suggests, there are plausible alternatives. That we’d all become beautiful and rich is impossible, and is wishful thinking unsupported by evidence or reasoning, so it’s not strong reasoning.

(b) B answers the points made by A and D very badly. Their first response to A, “That’s utter rubbish”, is rude, and doesn’t give us a reason why it’s rubbish. “We need to spend less time dreaming about beautiful American actresses” is somewhat irrelevant, because A is suggesting that there should be beautiful Localian actresses for people to dream about. On a kind reading, B has a relevant point (made badly) that escapist blockbuster films don’t help people to get to grips with reality. The response to D doesn’t really do much other than disagree and object. In fact, the support for American values isn’t quite consistent with B’s first comment, which objects to dreaming about beautiful American actresses. It’s also not consistent or logical to say that focusing on Localia is being stuck in the past. And he doesn’t answer D’s point about young people recognising the importance of Localia.

(c) C’s reasoning is quite reasonable. It is both plausible and likely that copying Hollywood would lead to a poor imitation and that you would need to do something new and different to captivate audiences. C’s second comment engages with what D says, and shows how a new compromise can be reached, giving reasons rather than being emotional. The idea that as a place develops, values and traditions have developed and should develop is very interesting. It needs some support, though.

(d) D engages with what C has said, answering the point and explaining how they disagree, and giving reasons why they don’t need something new. It is reasoned, not emotional. However, it doesn’t justify why Localians need their own traditions rather that American ones – this point could do with more support. It assumes that young people will pay enough attention to traditional films, and that they will take from them the message that Localia is important, rather than that it is a traditional, old-fashioned backwater. This belief needs more support.

Activity 7
Encourage students to really engage and empathise. Be prepared to give this activity time, even though it will not directly contribute to assessment. Students who reflect are likely to do better in assessment, and creative activities both allow reflection and create a small space away from assessment pressure.

Activity 8
Encourage students to reflect on their learning and on the issues.

Activity 9
Again, encourage students to really reflect.
(d) If “film” means short documentary or short drama, this is possible. It is an active outcome; it is measurable, achievable, and realistic (assuming the immigrant group participates). It needs to be tailored to the specific immigrant group in your city, and it needs to be time-bound.

(b) This is not a good project. It’s an individual activity rather than a group activity, it’s not an active outcome, it’s not specific, not easily measurable, not achievable in the conditions, not realistic, and not time-bound.

(c) It would take an exceptionally focused and independent group of students to make this work, but it could be done. The real issue would be maintaining focus on the link between language, culture and identity, and gaining any real insight. Students would have to think carefully about which bits of their own language to teach their partners in order to say something about culture and identity. There would be a risk of learning a few words and then making generalisations about identity, but some students could do this. They would need to identify ways to measure their progress and report back on it. They would also need a deadline.

(d) This could certainly be made to work, but it would not be easy to organise. It would depend where you are based – this would be a more achievable, realistic project if you live near a war zone or disaster area than if you live in an HEDC well away from wars and disasters. There are clearly different perspectives and it would require cross-cultural collaboration. How much of the visit could be organised by students as active participants, and how much would need to be organised by schools (thus invalidating the point of students being active) is uncertain, but allow the right group of students to consider this.

Activity 10
Again, encourage real reflection on learning and on issues.

Activity 11
This is a challenging activity. Some students may find it useful to use colour coding for evidence and reasoning. Some will need an individual meeting while other students are engaged in research or reflection, and will need to look at every piece of evidence with the teacher and discuss how it is being used, what it is for, and how they need to make it relevant (as opposed to just stating it). However, doing this will both improve the quality of the Global Perspectives work, and go a long way towards preparing students for advanced work.

Activity 12
Students could work alone or in pairs. In (d) some might enjoy giving illogical, rude, irrelevant responses or responses which attack the speaker rather than the argument. This can help them to contrast weak responses with logical ones. In (e) attacking the speaker, being rude or being irrelevant counts as a foul and gives a point to the other side.

Activity 13
Give students copies of the most recent version of the CIE mark scheme, and encourage them to match their own work to the most appropriate level. Ask them then to identify one way in which they can improve their work and to actually make the improvement.

In some classes peer assessment can be helpful. Asking students to give each other marks or levels should be done with care (there is some evidence that this can lead to conflict outside the classroom). But mentioning one thing that worked really well and identifying one area in which a peer can improve is a useful activity.