General

Students should now be settling into the Global Perspectives style of working. They should be increasingly independent; setting up their own work; and know how to go about researching, questioning, reflecting, planning, acting and presenting. They should be, for the most part, relying on the teacher only for guidance, advice and discussion rather than for instructions or content.

The four topics in Section 3 are a little more abstract and rather less often discussed than the topics in Sections 1 and 2. Because of this, and because students are expected to be more independent than they were in Sections 1 and 2, there is a little more structure in the activities to help students get started by themselves.

If some or all of your students are not ready to make the leap to more complex topics and more independent work, it might be worth considering doing more work from Section 2.

Many students may still need reassurance that it is acceptable not to be perfect, and that the processes are more important than the specific content. Many may still need support in directing and managing their own learning. Aims and targets for this section could relate to:

- thinking one step deeper
- using and improving on the skills from previous sections
- managing assessment stress
- independence, teamwork and time management.

Guidance to activities

Activity 12.1

As in Section 1, encourage students to choose in line with their interests, but also to keep their minds open to change as they gain new information.

Consider how well it can work for your class to have groups of students working on different topics, different aspects of the topic or even at different levels from different sections. Some students may be ready to work from Section 3, others may be ready to whizz through and put Sections 3 and 4 together, while some may need to consolidate at a more basic level and do more work from Section 2.

Activity 12.2

This activity is intended to ease students into a topic that they may not have thought about much, and where the teacher is not directing every activity or providing too many suggestions. Encourage students to use and apply their common sense, general knowledge and internet research skills, probably in that order.
It is also intended to help students to move beyond their own perspectives, to see that your perspective can affect your perceived needs, and to begin to unpick a complex perspective.

Some examples of possible student responses appear below.

<table>
<thead>
<tr>
<th>The labourer who has migrated to the city might be poor. The school student from the disadvantaged background might not get good grades. The migrant mother might not get treatment for her asthma.</th>
<th>Encourage this student to think further, and to go beyond a simple statement of a need. They should think about why. Why might the migrant worker in the city be poor? What sort of inequality might he face? Why might a disadvantaged student not get good grades? Why might a migrant mother not get treatment for her asthma?</th>
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</thead>
<tbody>
<tr>
<td>School students from disadvantaged backgrounds can get lower grades, because they might have to work at weekends, or they might be expected to leave school to work, or home might be noisy and not encourage work. Or expectations of success and happiness might be different. We should question whether high grades are all that matters. The builder with the bad back might be in a difficult position. Building is hard work and doing it with a bad back could do long-term damage. But the builder might not get paid if he does not work.</td>
<td>This student is thinking about the issues carefully and considering the causes and consequences of problems. Encourage this student to think more about inequality as well as poverty. What effects can inequality have?</td>
</tr>
</tbody>
</table>

**Activity 12.3**

Some students may be ready to work alone, as they will need to for assessed work. Others may still find it useful to work in groups, planning a line of inquiry together without the stress of knowing that the work will be assessed.

Whether students are working alone or in groups, encourage independence in setting up their procedures, and prompt students to think to the next level.

**Activity 12.4**

Students should be able to do this independently, alone or in groups. They may benefit from being given questions to prompt deeper thinking, especially about the quality of the reasoning.

**Activity 12.5**

(a) Encourage students to include a recent date in a search.

(b) Think about search terms.

(c) You would need to check. It may be that there isn’t health insurance for this amount at all in the US, in which case this would be a fact. Or it may be that you can get health insurance for this, but that it doesn’t provide much or enough cover, in which case this is an opinion which exaggerates the truth for effect.

(d) Encourage students to think about search terms. Could they contact health insurance companies?
(e) This is an opinion, because it depends on the meaning of words. It can’t be verified. It’s hard to disagree with this opinion, but it isn’t a fact that can be checked. It might be better to call it a definition.

(f) Encourage students to check carefully and thoroughly.

(g) It is an opinion. It is not suggesting a consequence that will happen in the future. It is expressing a belief or value judgment.

**Activity 12.6**
Expect students to attempt to set up their own procedures and to work independently (in groups, pairs or individually). Ask questions to prompt thinking to the next level.

**Activity 12.7**
Expect students to really think about the possible consequences, and the consequences of the consequences.

**Activity 12.8**
Highlight that this is about a maximum wage not a minimum wage. Students may find it beneficial to think through some of the issues before doing the exercise. Expect students to think carefully about how likely the consequences are. For instance, is it really likely that “everyone” will be “much” happier if a maximum wage is introduced?

**Activity 12.9**
(a) These are just comments on a blog. We do not know who provided them and there is no newspaper or institution behind them, so these are just individuals expressing opinions. We can’t be sure if they’ve checked their facts or if they have any expertise or any reason to lie. So we just have to judge each contribution on its own merits (and check any facts carefully for ourselves).

(b) There is no justification why the minimum wage “has been one of our country’s main causes of unemployment”. A rise in the minimum wage in 2007 might have meant that employers can’t afford to hire as many staff, but the 2007 global recession and banking crisis is more likely to have been the main cause of unemployment. The causes and consequences here are unlikely (and repetitive).

(c) This reasoning is mixed. It seems reasonable to predict that “if people have more money, they’ll spend more”. And it seems reasonable to predict that this will be in local shops and businesses, although online business might threaten this. So paying people more might mean that local businesses have greater income but if they have to spend even more on increased wages, then it is not good for business. So this reasoning seems logical, but is only part of the picture.

(d) Encourage students to think for themselves and justify their reasoning.

**Activity 12.10**
Expect students to reflect with care and not just superficially skip over the questions. Encourage them to apply the “pensieve” strategies they considered in Skills Section 3.
**Activity 12.11**
Encourage students to think carefully, to use their “pensieve” strategies, and to justify their thinking.

**Activity 12.12**
Expect students to be independent, and to refer back to previous projects to make sure that they improve on previous performance. Encourage regular review and revision, and encourage students to keep evidence and records of their activities.

**Activity 12.13**
If students intend to use this research report for assessment, they must work independently. If they are still more comfortable in groups, then this cannot be assessed work.

**Activity 12.14**
Expect students to apply the planning from activity 12.12, to carry out their project independently, and to review it thoughtfully.