

Example Candidate Responses

Cambridge
International
AS & A Level

Cambridge International AS and A Level Global Perspectives and Research

9239

Component 3

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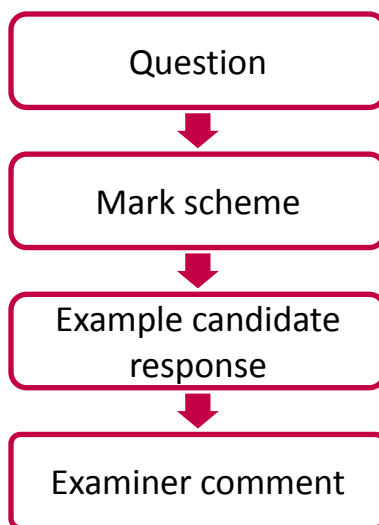
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Introduction

The main aim of this booklet is to exemplify standards for those teaching Cambridge International AS Global Perspectives and Research (9239), and to show how different levels of candidates' performance relate to the subject's curriculum and assessment objectives.

In this booklet candidate responses have been chosen to exemplify a range of answers. Each response is accompanied by a brief commentary explaining the strengths and weaknesses of the answers.

For ease of reference the following format for each component has been adopted:



Each question is followed by an extract of the mark scheme used by examiners. This, in turn, is followed by examples of marked candidate responses, each with an examiner comment on performance. Comments are given to indicate where and why marks were awarded, and how additional marks could have been obtained. In this way, it is possible to understand what candidates have done to gain their marks and what they still have to do to improve their marks.

This document illustrates the standard of candidate work for those parts of the assessment which help teachers assess what is required to achieve marks beyond what should be clear from the mark scheme. Some question types where the answer is clear from the mark scheme, such as short answers and multiple choice, have therefore been omitted.

Past papers, Examiner Reports and other teacher support materials are available on Teacher Support at <https://teachers.cie.org.uk>

Assessment at a glance

For Cambridge International AS Level Global Perspectives & Research, candidates take **three** compulsory components: Written Examination; Essay; Team Project. All candidates are eligible for grades A to E.

All three components are **externally assessed**.

| Component | Weighting |
|---|-----------|
| <p>Component 1 Written Examination 1 hour 30 minutes</p> <p>Written examination consisting of compulsory questions based on sources provided with the examination paper.</p> <p>Candidates analyse and evaluate arguments, interrogate evidence and compare perspectives on global issues listed in the syllabus.</p> <p>30 marks</p> | 30% |
| <p>Component 2 Essay</p> <p>Candidates explore different perspectives on issues of global significance arising from their studies during the course and write an essay based on their research. The essay title is devised by candidates themselves.</p> <p>The essay must be between 1750 and 2000 words and written in continuous prose.</p> <p>35 marks</p> | 35% |
| <p>Component 3 Team Project</p> <p>Candidates work in teams to identify a local problem which has global relevance. Individual team members research the issue and suggest solutions to the problem based on their research findings. Teams work together to agree a set of proposed <i>team solutions</i> to the problem.</p> <p>While the focus of the task is on team work, each candidate within a team prepares two pieces of work for individual submission. These are:</p> <p>Presentation</p> <p>Each candidate presents an eight-minute live presentation of their individual research and proposed solutions to the problem. Team presentations are not permitted. (25 marks)</p> <p>Reflective Paper</p> <p>Each candidate explains these team solutions in an individual 800-word reflective paper. (10 marks)</p> <p>35 marks in total</p> | 35% |

Teachers are reminded that the latest syllabus is available on our public website at www.cie.org.uk and Teacher Support at <https://teachers.cie.org.uk>

Component 3 – Team project

This set of Example Candidate Responses for AS Global Perspectives (9239) Component 3 reflects the structure of the team project. Candidates are required to produce two pieces of individual work: a presentation which is delivered to an audience and a reflective paper on the process of their work and their collaboration with the others in their team. Each is marked using a separate marking grid and the two marks are combined together to produce a final candidate folder mark. For each marking level, therefore, this set of responses contains a presentation and a reflective paper at that level. Sometimes they are from the same candidate when they have produced work at the same level, sometimes they are from different candidates. In this way, it can also be seen that each piece of work is separately marked, and material produced for the presentation cannot also be credited for the reflective paper, and vice versa.

A comment is also necessary on levels. There are five assessment criteria for the presentation and two for the reflective paper. Each criterion is assigned a Level from 1 to 5 when marking. The reflective paper is marked according to two criteria. An overall mark for each of the presentation and the reflective paper is awarded by taking into account the different levels for each criterion and forming a judgement on the best fit overall. Thus, there is a clear relationship between the levels achieved and the mark awarded.

Centres are also strongly encouraged to read the Principal Examiner's Reports for each series for this component alongside these example responses and commentaries. The Report for the June 2015 series is particularly useful as it provides a detailed analysis of each marking criterion at varying levels of achievement.

Presentation

Mark scheme

| Level | Marks | Indicative descriptors |
|-------|-------|---|
| 5 | 21–25 | <ul style="list-style-type: none"> The presentation clearly defines an issue which arises from detailed and varied research. The candidate's perspective is sharply differentiated from alternative team or research perspectives. The presentation is logically structured and coherently argued with clear lines of reasoning and well-supported judgements. The candidate's conclusion is based logically on the evidence and reasoning presented and proposes an effective and innovative solution to the issue. Appropriate presentational methods are used creatively and fully effectively to communicate the candidate's arguments and ideas to the audience. |
| 4 | 16–20 | <ul style="list-style-type: none"> The presentation defines an issue which arises from detailed research. The candidate's perspective is differentiated from alternative team or research perspectives. The presentation is well-structured and well-argued with some lines of reasoning and some well-supported judgements. The candidate's conclusion is based on the evidence and reasoning presented and proposes an effective solution to the issue. Appropriate presentational methods are used effectively and with some creativity to communicate the candidate's arguments and ideas to the audience. |
| 3 | 11–15 | <ul style="list-style-type: none"> The presentation goes some way towards defining an issue which arises from some research. The candidate's perspective shows some differentiation from alternative team or research perspectives. The presentation has some structure and contains some well-argued points, some lines of reasoning and some supported judgements. The candidate's conclusion is mostly based on the evidence and reasoning presented and proposes a solution to the issue. Presentational methods are used with some effectiveness to communicate the candidate's arguments and ideas to the audience. |
| 2 | 6–10 | <ul style="list-style-type: none"> The presentation attempts to define an issue and some research has been done. The candidate's perspective lacks clear differentiation from alternative team or research perspectives. The presentation has some structure and contains some argued points, some lines of reasoning and some supported judgements. The candidate's conclusion is partly based on the evidence or reasoning presented and begins to develop a solution to the issue. Presentational methods are used, but may lack effectiveness in communicating the candidate's arguments and ideas to the audience. |
| 1 | 1–5 | <ul style="list-style-type: none"> The presentation does not clearly define an issue and lacks research. The candidate's perspective is limited and lacks differentiation from alternative team or research perspectives. The presentation lacks structure and makes arguments which are limited, with limited lines of reasoning and judgements which lack support. The candidate's conclusion is limited and lacks evidence or reasoning. It provides a limited solution to the issue. There is limited use of presentational methods, and they lack effectiveness in communicating the candidate's arguments and ideas to the audience. |
| 0 | 0 | No creditworthy material has been submitted. |

Example candidate response – Level 5

The presentation video is available at <https://player.vimeo.com/>



THE PROBLEM

- **Food insecurity**: the state of being without access to a sufficient quantity of affordable, nutritious food
- 1 in 9 people don't have enough food to live a healthy life
- 3.1 million children die from malnourishment every year
- Exists in every region of the world
 - And every county in the United States

THE SOLUTION

- Possible solutions: aquaponics, genetically modified crops
- **Urban agriculture**: the practice of cultivating, processing, and transporting food in or around a village
- Solves problem of food insecurity
- Provides **community empowerment**
- Access to **healthy food**
- How can it help?
 - Economics, Environment, Society



ECONOMICS

- Farming provides **jobs**
- U.S. citizens have saved \$100 a month by growing their own produce
- Gainesville, FL
 - Can create niche in the economy (**farmers' markets**)
- City: rooftop gardens have become a **tourist**
- India: households saved **20% of income** from farming




ENVIRONMENT

- Much less environmental impact due to **transportation**
- Rooftop gardens absorb heat AND
 - Less need for heating and cooling systems
- **Recycles wastewater** effectively
- 10% of wastewater is recycled by urban farming
- Current methods: use enormous amount of **water/energy** and contribute to **habitat loss** and **pollution**



SOCIETY

- **Empowers communities** to control what they eat
- Important for **aesthetic** and **leisure** purposes
 - Rooftop gardens
- Can give **purpose** and **nutritional knowledge** to the younger generation
 - Joshua Group: provides jobs in urban agriculture for inner city youth in Harrisburg

Example candidate response – Level 5, continued

Presentation transcript

Hi, I'll be talking to you about providing sustainable food sources for those in need, specifically through the solution of urban agriculture. So first let's establish the problem. Food insecurity is the state of being without a significant quantity of affordable and nutritious food. This is a really pervasive and widespread problem. 1 in 9 people don't have enough food to live a healthy life and 3.1 million children die every year from malnutrition. It exists in every region of the world and is a really relevant and pressing problem that needs a solution. My group mates are going to discuss the solutions of aquaponics and genetically modified crops, but I will be talking about urban agriculture. So this is the practice of cultivating, processing, and transporting food in or around a village, city or town. So it's basically like traditional farming in an urban environment. It solves the problem of food insecurity by obviously providing food for people, but also provides community empowerment which is something I'll talk about later. And not only is it providing access to food, but it's providing access to healthy food. The benefits of urban agriculture can be viewed through three different categories: the economic benefits, the environmental benefits, and the societal benefits.

First, let's talk about the economic benefits. Farming provides jobs, but more so than that, it can save people money. U.S. citizens have pretty consistently saved about \$100 a month just by growing their own produce. Here at home in Gainesville, FL it's created a niche in the economy which is our farmers' markets. In New York City, rooftop gardens have become a really big tourist attraction which brings in money to that community. In Hyderabad, India households saved about 20% of their income by using urban agriculture.

Some of the environmental benefits are the most important aspects of urban agriculture. It has much less of an environmental impact due to the reduced transportation which is really important. Rooftop gardens specifically can heat and cool a building which lessens the need for heating and cooling systems and those produce a lot of air pollution. Urban agriculture also recycles wastewater—more effectively sometimes than plants created specifically for that purpose. Urban farming is actually responsible for recycling 10% of wastewater around the world. Our current methods of providing food use an enormous amount of energy and water and contribute to habitat loss, so it's really important that we change our focus to something more sustainable throughout the years to come.

Example candidate response – Level 5, continued

Societally, urban agriculture also has a lot of really important benefits. It empowers communities to take control of what they're eating which is especially important for people living in poorer areas where sometimes their only access to food is the gas station down the street which is obviously not going to provide them the nutrition to lead a healthy lifestyle. It's also important for aesthetic and leisure purposes, specifically rooftop gardens. It can give purpose and nutritional knowledge to a younger generation. A great example of this is the Joshua Group in Harrisburg Pennsylvania which provides inner-city youth with jobs in farming. So not only is it providing a source of income, but it's also providing the nutritional knowledge and education for these people to live healthy lives and hopefully pass that knowledge on to their children.

You can really see the success of urban farming locally, here in the U.S. and especially here at home in Gainesville, Fl. I mentioned before that we have a really thriving urban agriculture community and this is because county planners have changed development codes to encourage keeping chickens and communal gardens and having farmers' markets. In the United States, we've installed 8.5 million square feet of rooftop gardens as of June of 2008 and that number has continued to skyrocket in the years after that. I mentioned the Joshua Group, and something really cool about that organization is that they're supported by the Department of Agriculture through land grants and funding and things like that which really shows the government has taken an initiative to support urban agriculture.

Globally, you can also see the success of urban farming. In Zimbabwe, two thirds of the population use urban agriculture as their main source of sustenance which is really great, and what's even greater is that the government devoted 64,000 hectares of land to urban farming and 1 hectare equals 10,000 square meters so that's about 640 million square meters. In Cuba, 80% of vegetables are grown in cities which is really incredible.

There are still steps we need to take, though. City planners need to change development codes to further encourage the things I discussed earlier, and organizations like the Joshua Group need to become more popular so that they can pass along the education necessary to live a healthy lifestyle and know how to start urban farming in your own home or community. Governments need to emphasize the benefits of urban farming. This is especially important in developing countries where a majority of the citizens still believe urban farming to be unnatural or less efficient overall than traditional farming which is simply not true.

So why is this so important? Well, it's a really well-rounded solution. I talked about how it attacks the environmental, economic, and societal causes of food insecurity and things that result from food insecurity.

Example candidate response – Level 5, continued

More than that though, to solve a problem as enormous and global as hunger, the solution cannot be imposed upon the people by the government; it has to start with the citizens and really actively involve them. Urban agriculture is founded in the principles that regular people like you or me are more than capable of creating meaningful and long-lasting change in the context of world hunger and urban agriculture. It's really our responsibility to future generations to find a more sustainable way of providing food and I believe that urban agriculture holds that hope for a better future for us, and I hope that we make it a priority. Thank you for listening.

Examiner comment – Level 5

- The candidate clearly identifies and explains her group's issue of food insecurity from the outset and throughout the presentation. The research presented is concisely delivered but dense and detailed, meeting the requirements for Level 5.
- Her own perspective, or possible solution, is effectively focused on urban agriculture which is explicitly contrasted with named alternative perspectives taken by other members of her team (such as aquaponics and genetic modification). Not only this, she also contextualises her approach against broader economic, environmental and social perspectives. These sharp differentiations within a number of areas also produce Level 5 achievement.
- That movement from the economic, to the environmental to the social also produces an effective structure for her presentation, which then allows her to provide effective case studies from a local then a global context. The combined effect of this is to produce a logically structured and coherent argument which also merits Level 5.
- Her conclusion is thoroughly justified in the final minute of her presentation and firmly located in the arguments and evidence she has previously presented in her presentation as a whole. It is an effective solution and thus achieves Level 4; for Level 5, clear innovation would also be required within the context of the problem.
- The candidate's communication methods were also effective: she engages her audience by speaking fluently without notes, using arm gestures in a focused and expressive way and interacting with well-chosen images using a pointer. Her intonation is also meaningfully integrated with her content being delivered and also helps to engage the audience. There may have been some further opportunities for creativity, but what has been achieved here meets the criteria for Level 4.

Total mark awarded: 23 out of 25

This candidate response fits with the middle of Level 5. A mark at the top of Level 5 could not be awarded because the response lacked innovation and could have been more creative. A mark in the middle of Level 5 is appropriate and the best fit.

Example candidate response – Level 4

The presentation video is available at <https://player.vimeo.com/video/147700139>

Presentation transcript

SLIDE 1

Over the past school year my team and I have been assessing the question of should awareness be increased to prevent sexism against women in future generations.

SLIDE 2

We first came across the issue of sexism while looking through a local newspaper, the Palm Beach Post. The Palm Beach Post is the 7th largest newspaper in the state of Florida and is known statewide as a reliable paper. The particular article we examined was written by Brian Biggane, who has been a sports writer for the newspaper for 29 years and thus has a vested interest in writing the truth for if not then he can lose his job. In the article “PGA of America removes its president for sexist remarks”, he said that Ted Bishop made a comment on Twitter that a golfer sounds like “a little school girl squealing during recess.” This remark by the PGA president received multiple outcries saying it was sexist against women and eventually led to Ted bishop losing his presidency. Once we were introduced to the issue, we came across two opposing views to our question.

SLIDE 3

The first source we viewed helped get a picture of what sexism really is. According to girl guiding.org sexism is the “prejudice, stereotyping, or discrimination, typically against women, on the basis of sex.” We judged girl guiding to be a credible source because it is the largest girl youth organization in the UK with over 500,00 members, and is globally known and respected. One statistic from the girl’s attitude survey was that 60% of girls age 16-21 have been made to feel stupid because of their sex. This along with the other statistics from the survey shows the impact sexism has on young girls today.

SLIDE 4

Another source that supports the need for further sexism awareness was the article “Valley of Dudes” from the Economist. The economist is an international website known for its liberal views, thus may be somewhat bias on this issue. The article was about how women are discriminated against in the workplace based off of their gender. Women were excluded from a dinner with Al gore on the excise that they would kill the buzz. Furthermore, this article states in Silicon Valley, women find it hard to break into tight men circles and often feel unwelcome. Another source similar to these findings was the UN Women Google searches. UN Women may have slight biased towards exaggerating the effects of sexism due to it explicitly trying to promote women’s rights, but the study conducted by them has hard irrefutable evidence, thus we take its findings as being credible. The study conducted was typing, “women shouldn’t” into Google search bars and seeing the suggested results that would come up. Such phrases as “should not vote, or should not have rights” are just a few of the sexist comments made against women. These two sources show the extent of women in today’s society and how little respect they experience in the world.

SLIDE 5

Another reason for sexism awareness is that sexism is ingrained in society without many people realizing it. For example, according to the UNFPA 100 to 400 million females have undergone (FGC) female genital mutilation, with 3 million more girls at risk this year. FGC is the act of cutting external female genetilia for non-medical reasons in such places as Africa and Asia. FGC is carried out to control a woman’s sexuality, for religious reasons, or acts as a prerequisite for marriage. This act puts men’s needs above women’s and violates their rights to their own bodies. The UNFPA is an organization that promotes the right of every man and woman to enjoy equal opportunities in life with no bias towards favoring one gender over the other. Moreover, the UNFPA works alongside governments and United Nations agencies, ensuring its credibility.

Example candidate response – Level 4

SLIDE 6

However, in our research we found many sources that claimed sexism against women does not need more awareness. One source was the article “The real sexism problem” which states that men are between 40 to 70% of domestic violence victims yet only have less than 1% of domestic violence shelters. Men’s lives are also given less value in emergency situations, with women being the first to be saved over men. However, this article did not cite its sources, thus I cannot accurately say if the information is credible. However, this website was biased towards debunking feminism and thus took on an aggressive manner towards women’s issues.

SLIDE 7

Two other sources we found against increase awareness were about the myth of woman in the work place. According to “the myth of the glass ceiling” the author states that it is much easier today for woman to rise in the workplace than it was in the past. The author further states that if a glass ceiling actually did exist then she has broken it multiple times. She goes on to say that women are holding themselves back from succeeding by creating fake sexist barriers and that women are just not prepared to work as hard as men are. Similar to this the article “My New career matriarch” supports this claim and the powerful women interviewed in the story all agreed that women need to face the hardships and get on with it. However these two sources were both from women whose experiences were from the past and times are different now. Moreover, both sources are from women’s perspectives but do not consider women’s global issues.

SLIDE 8

The last source we used to support that sexism awareness does not need to be increased was the article “Self-entitled women” found on psypost.org. Psypost is a scientific website dedicated to reporting honest research related to human society and has a strong reputation in the science community as a trustworthy outlet. The article was about a study conducted by the University of Auckland and found that women with a greater sense of entitlement were more likely to feel that “Women should be cherished and protected by men.” This is an example of how benevolent sexism is accepted by many females and how females use sexism to their own advantage.

SLIDE 9/ 10

In conclusion, on one side of the awareness debate is that women are discriminated against in their careers, undermined in society by not being as worthy of rights as men are, and have their rights to their own bodies taken away. On the contrary, the opposing articles claim males have it worse in society than females, women need to toughen up, and that many women use sexism to their own advantage. After doing my research on the sexism issue and evaluating the two sides, I would have to say that awareness should be increased to prevent sexism against women in future generations.

SLIDE 11

My team and I saw how culture and the limitation of education has played a large part in the sexist roles of society based off of the UNFPA article. We believe that a lot of discrimination against women is due to lack of education and understanding between the capabilities of the genders. We thus all agreed that one solution to end sexism against women is to teach equality among all genders in nations where females are seen as subordinate to males. We will do this by implementing a loose curriculum on the fundamentals of human rights, such as the one suggested by girlsguiding.org and to promote peacefulness to end violence against women.

Furthermore based off of the study conducted by the university of Auckland where it found women accept benevolent sexism and the role of needing to be protected by a man, I think that women need to be empowered themselves and realize their own capabilities. Sexism against women will never end if women themselves don’t ever realize it needs to end as well. I believe that by creating a mentoring program, such as one similar to the VSO program where an under-performing student was matched with a “big sister” mentor, that women can then be inspired by other strong female role models. The more confidence instilled in the female population the stronger woman can become in future generations and believe that they can do anything they set their mind to, proving sexists wrong.

Component 3 – Team project

Example candidate response – Level 4, continued

I believe that both of these solutions are a start to ending sexism against women and that the future generation looks promising for being free of discrimination.

Examiner comment – Level 4

- The issue here is the social problem of sexism against women. From the initial definition onwards, this issue is discussed on the basis of detailed and varied research from a number of contrasting sources on information, meriting Level 5.
- It is unclear, however, from the presentation, how the candidate's approach to the topic differs from that of the other members of her team, meaning that the presentation achieves Level 2 on the next criterion.
- Clear reference to other possible approaches, including those within the team, would have supported the mark here. However, the presentation as a whole is well-structured and argued with consistent lines of reasoning, organised around the evidence for and against increasing awareness and meriting Level 4 for this aspect.
- Although not innovative, the proposed solution of increasing awareness is delivered in a detailed and well-supported way, making it effective and also achieving at Level 3/4
- Presentational methods have some effectiveness: the candidate makes an effort to achieve eye contact, has some international range and uses some effective images in support, giving Level 3 for the final criterion.

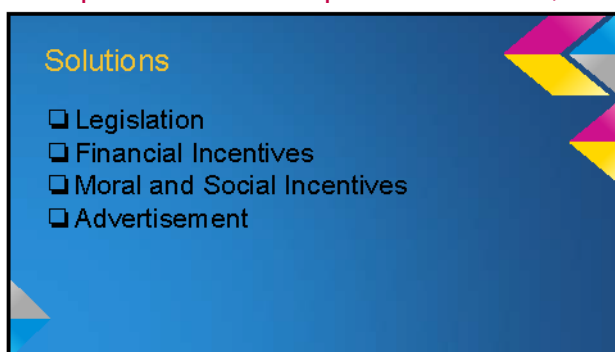
Total mark awarded: 18 out of 25

This candidate response fits with the middle of Level 4. There is inconsistent achievement across the levels with some at Level 2 and some at 3. This means that it would be difficult to award a mark at the top of Level 4 and that the best fit is a mid-way Level 4 mark.

Example candidate response – Level 3



Example candidate response – Level 3, continued



Presentation transcript

Slide 1:

Good morning/afternoon, my name is _____, and my research question is -
Does humanity have ecological ways of disposing waste

I'm going to be talking about 'Industrial' Waste. These days, the world is growing at an ever- increasing rate. Skyscrapers multiply by the second as economies grow, yet the unfortunate byproduct of this is the vast amount of waste that we humans produce. This toxic waste is harmful for both our present and future, and industrial waste may perhaps be the most dangerous variant. Industrial waste poses threats on multiple levels, and evaluating its potential solutions is of great importance in the world we live in.

2nd Slide:

Lack of effective policies and poor enforcement drive allowed many industries to bypass laws made by pollution control board which results in mass scale pollution which affects the lives of people. To avoid high cost and expenditure, many companies still make use of traditional technologies to produce products. Many small scale industries and factories that don't have enough capital and rely on government grants to run their businesses, however it still releases large amount of toxic gases in the atmosphere. Water pollution and soil pollution are often caused directly due to inefficiency in disposal of waste. As a result, polluted air and water causes chronic health problems, making the issue of industrial pollution into a severe one. Industries do require large amount of raw material to make them into finished goods. This requires extraction of minerals from beneath the earth. This causes soil pollution if spilt on.

3rd Slide:

Most industries require large amounts of water for their work. When involved in a series of processes, the water comes into contact with a lot of harmful chemicals or radioactive waste. These are either dumped into open oceans or rivers. As a result, many of our water sources have high amount of industrial waste in them which seriously impacts the health of our eco-system. Soil pollution is creating problems in agriculture and destroying local vegetation. It also causes chronic health issues to the people that come in contact with such soil on a daily basis. Air pollution has led to a steep increase in various illnesses and it continues to affect us on a daily basis taking tolls on lives of many.

The issue of industrial pollution shows us that it causes natural rhythms and patterns to fail, meaning that the wildlife is getting affected in a severe manner. Habitats are being lost, species are becoming extinct and it is harder for the environment to recover from each natural disaster. This all leads to Global warming.

4th slide:

In India, much of the urban population is mainly affected by industrial pollution. The Urban sides are the most suitable areas to dig up landfill to dispose, damaging the ecosystem all around and disturbing near by residents. A lot of deaths have occurred ever since the landfills are being located at urban areas due to tuberculosis and respiratory illnesses. The Government isn't encouraged enough to effectively control industrial wastage.

Example candidate response – Level 3, continued

5th Slide:

Carbon emissions worldwide are extremely high, and continue to rise. Between 2005 and 2010, global carbon emissions rose from below 30 million kilotonnes of CO₂ to almost 34 million kilotonnes. Oil spills still occur- the most devastating being the 2010 oil spill off the Gulf of Mexico. this all formed a toxic layer which killed hundred and thousands of birds and underwater creatures.

Solution:

Clearly, the effects of industrial waste can be deadly, and therefore it is of great importance that solutions are both found and implemented before it is too late. There may be several such solutions- including Legislation, Moral and Social Incentives, Financial Incentives and Advertising. Legislation, very simply, refers to laws that may be passed by governments. Governments can impose laws that either restrict the amount of hazardous waste a firm is legally allowed to produce, or enforce certain waste disposal methods firms must carry out, which may be more eco-friendly. Legislation offers a fairly direct way of solving the issue, but it has its flaws as well. While it may virtually ensure positive action is taken, in countries where corruption is rampant, it may be quite toothless. Laws passed may also have a chance of being overly harsh on a country's people- solving the issue of industrial waste at the cost of the people's livelihoods. Financial Incentives are an alternative approach, which may take several forms.

Subsidies may be provided by the government to firms which do not produce much toxic waste, therefore causing firms to want to reduce the industrial waste they produce. Alternatively, taxes may be imposed on firms which produce high amounts of waste. Firms will want to avoid these taxes and therefore try and reduce their wastage. Either of these may be financial incentives, and can tackle the growing issue of industrial waste. Financial Incentives may be effective as they can be easy to implement and may be economically efficient (as they internalize the issue of wastage), but tax evasion is certainly not unheard of. Much like laws, taxes may also be too harsh, costing local businesses dearly. Should taxes be too light however, they may have no real effect whatsoever.

Social Incentives differ from Financial incentives, but may also provide a solution to the issue of industrial waste. As opposed to provided monetary gains to firms that deal with waste well, governments may provide firms official recognition for doing the same, and, should this recognition be valued highly, this would act as a strong incentive for firms to efficiently deal with their waste. Social incentives may be far cheaper to implement than financial incentives, and are unlikely to be at the cost of economic growth, should they not be valued too highly, they may be entirely ineffective.

Advertisement may be another way to help solve this grave issue. Through constant advertising campaigns, governments may be able to convince their people for the need of efficient waste disposal methods by firms. Due to public pressure, firms are then likely to choose to minimize their waste produced. Advertisement may be powerful in this way, yet unfortunately it may not be entirely effective all the time, as it may simply fail to convince people fully.

There are several solutions to the issue of industrial waste. Unfortunately, for all their positives, they all have drawbacks as well. Yet in a world far from perfect, can we really wait for the 'perfect' solution to fall in our laps?

Examiner comment – Level 3

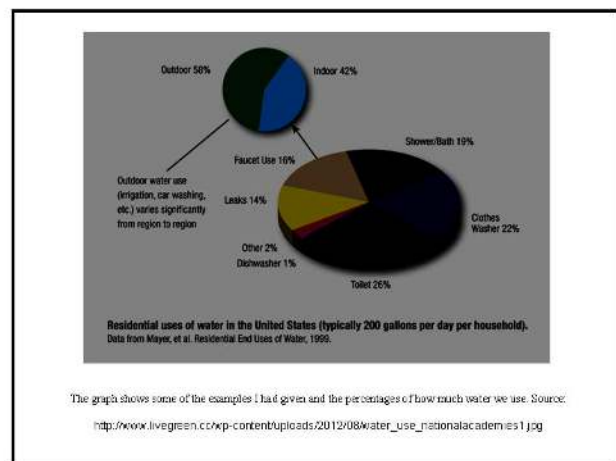
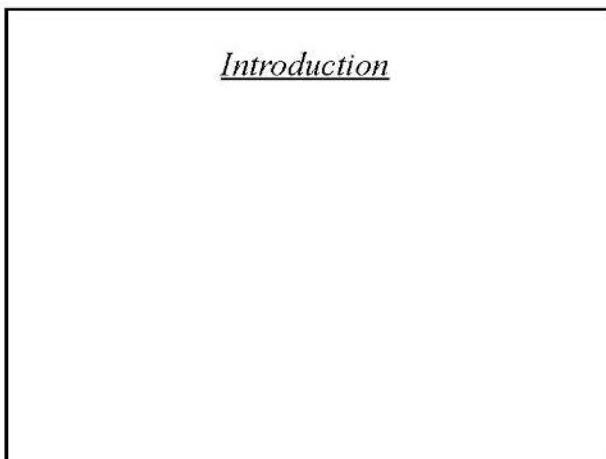
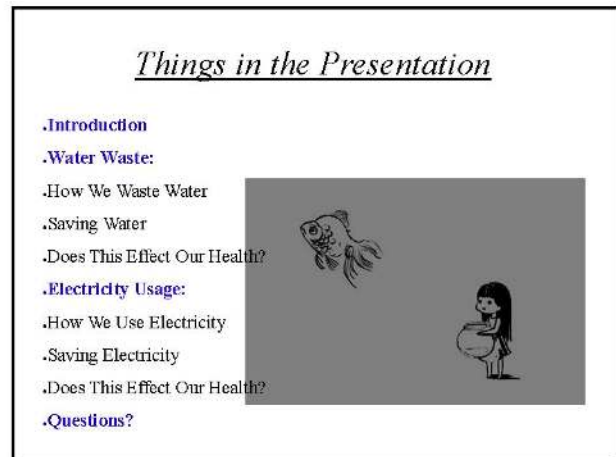
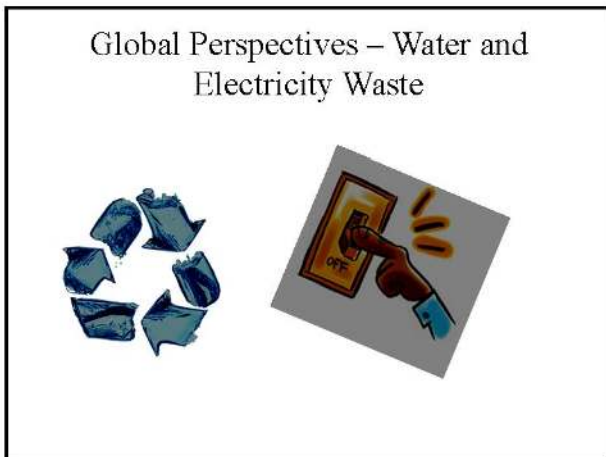
- This presentation focuses on the ecologically-sound disposal of waste as its issue, which it goes some way towards clearly defining. Specific evidence here would have made its research base more detailed and clearer here and would have supported the general outlining of issues. The presentation therefore achieves Level 3 on the first criterion.
- In referring to his own perspective as the specific demands of industrial waste as the ‘most serious’ category of human-generated waste and makes some reference to other kinds of waste, giving it Level 3 also on this criterion.
- There is some structure, listing different aspects and solutions for the waste issue which generates some argument, but more detailed support and connections between points would have moved this aspect beyond its achievement of Level 2: Level 2/3
- It is positive that a reasonable amount of space is devoted within the context of the presentation to a listing and discussion of possible solutions, and these clear proposals, linked to what has gone before, allow for a Level 3 conclusion.
- Presentational methods lack effectiveness, principally because the candidate reads throughout from his script and does not tend to engage his audience through eye contact or intonation. It achieved Level 2.

Total mark awarded: 13 out of 25

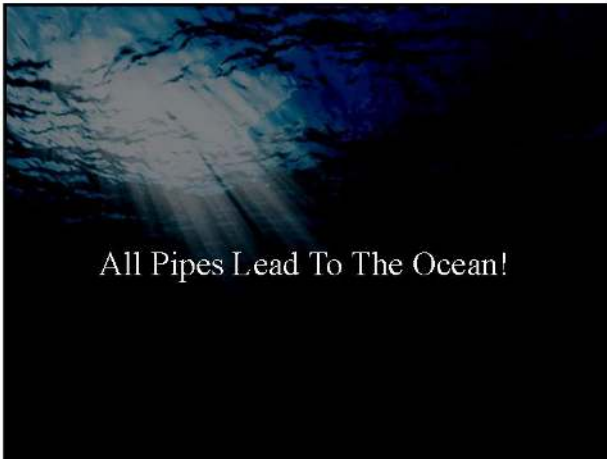
This candidate response fits with the middle of Level 3. This is a mixed Level 2 and 3 response meaning that a mark at the top of Level 3 could not be justified. A mid-way mark in that Level is appropriate.

Example candidate response – Level 2

The presentation video is available at <https://player.vimeo.com/video/147568211>



Example candidate response – Level 2, continued



Electricity Usage

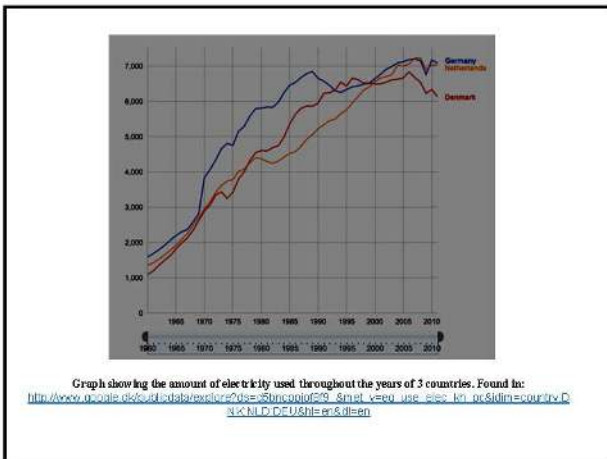
How We Use Electricity:

- .Electronics
- .33.56 billion kWh
- .Windmills
- .Electronics left on

Saving Electricity:

- .Candles/fire tilled lamps
- .Turning things off
- .Lights not to be used when there is daylight

How Does This Effect Our Health?



Thank You For Listening!

Example candidate response – Level 2, continued

Presentation transcript

So in this global perspective group project, I've chosen the topics water and electricity waste or usage. During this project, I am going to have a very short introduction and then I am going to go on to water waste and then break it down a little bit, but I'm going to focus on here, in school, mainly and then maybe kind of vary it out. Then I'm going to go on to electricity and kind of break it down there and then in the end, I will see if there is any questions and then I will take it from there and I will answer you guys as far as I can.

So in the introduction: I wanted to talk about this because it has been a real hassle, especially because coming from a very hot country, it has been sort of hard to keep track on water and then here it is pretty different and in a way it is kind of a hassle when you kind of think about how much water we actually waste even though you don't really think about it. So, in a way we waste about 80-100 gallons of water each day and this mostly consists of for example flushing toilets and washing hands, brushing teeth.

So, starting off with water waste: as you can see I have put down some points, although it might be pretty hard to see, but I have put down as example leakage, which uses up 10 000 of gallons of water each year. Overflow is about 2000-20 000 gallons as well each year, and then running tabs or showers uses up about 315 litres and then laundry, as last, 150 litres. And then what can we do to save water? Well, for example, with leakage you can repair it as far as you can. When you experience leakage it is best to get it repaired or repair it by yourself. Turn off tabs when you are not using it. You use a tremendous amount of water if you brush your teeth for example and you let the tab running.

There is what we have rainwater tanks, in which you can collect water and then purify it so we can use it to drink or to clean ourselves. And then something we don't really remember to do, but like if you have got a pool and you if you live in a hot place like Africa or Portugal or anywhere else, then you should cover your pools because then that prevents the sun to heat to evaporate the water.

How does this affect our health? It kind of affects our health in various ways, for example, our bodies, because our bodies depend on water and if you don't have enough water or if you don't have clean water that can affect us. As well as money, because money kind of costs a lot of money so it is a shame to let it all go to waste.

Over here (points) is an example from my room. I don't know how many times, but this is a picture from a long time ago though, an overflow that we had. It was a very big hassle to get rid of, and it wasted tons and tons of water, which is a shame.

And then here you can see there is a pie chart, which shows some examples that I have already given and then it shows the percentages as well of how much water we use. But in the end, all pipes lead to the ocean!

And then moving on to electricity usage, as you can see I have broken it down. We mostly use electronics when it comes to electricity, for example computers Or kettles or any kitchen utensils and as you can see about 33.57 billion KW per hour and we get a lot of this electricity or electric energy from windmills that we have here which is lucky because we have got so many here in Denmark so it provides us a lot of electricity but then again we should still look after it. And then moving on the saving electricity we can use more candles or fire fuelled lamps, we can try to remember to turn off our electronics, for example turn off the charger or the kettle or anything. And then something that I have noticed here in school is that we tend to leave lights on, especially when we have lights provided from the outside. That was something I just had to put in. And then again how does this affect our health? Again it affects the money; it does cost a lot. But also if we leave things on, it could actually come as a result as harmful to our bodies.

This is again a chart that I have put in to show the rise of how much money throughout the years. And as much energy that we have used. This shows Germany, Netherlands and Denmark.

Is there any questions?

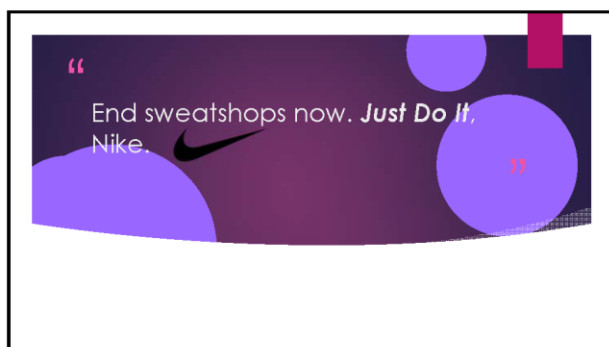
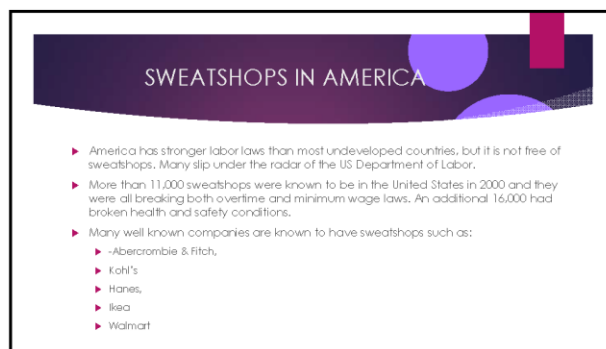
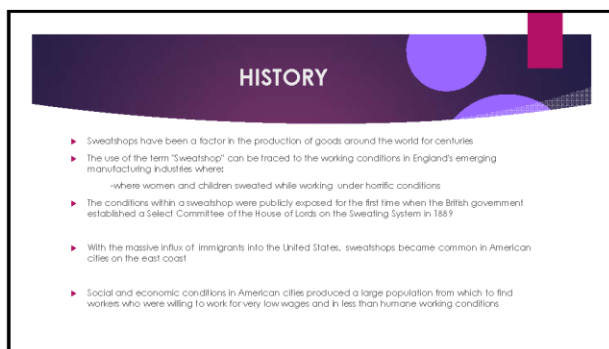
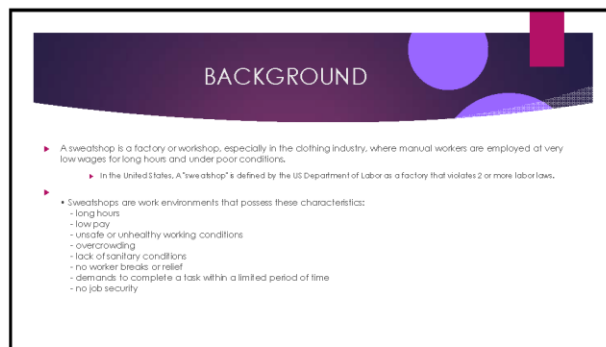
Examiner comment – Level 2

- This presentation is strongest when it defines its issue as water and electricity usage, and some research has clearly been done in support of this as the candidate provides some evidenced examples of water wastage (and later in the presentation, electricity usage). It achieved Level 3.
- These points tend to be stated descriptively, so the candidate finds it difficult to develop a clear perspective on their own, and there is no reference to how that perspective might compare with others in their group, or other research perspectives. This limits the second criterion to Level 1,
- This also has implications for the structure of the presentation, which provides some examples of the wastage of water and then electricity which could usefully have some more argumentative development, but achieves Level 1/2.
- Having delivered those examples, the presentation comes to an end and there is no conclusion at all, so the candidate must achieve 0 for the conclusion.
- There is some effective effort to use gesture, intonation and eye contact however, and some attempt to use text and image in the slides, so the presentation does achieve Level 3 for its communicational effectiveness.

Total mark awarded: 9 out of 25

This candidate response fits with a high Level 2. There are sufficient Level 3 qualities to raise it higher rather than lower in Level 2, as such a mark of 9 towards the top of Level 2 is the best fit.

Example candidate response – Level 1



Example candidate response – Level 1, continued

Child Labor

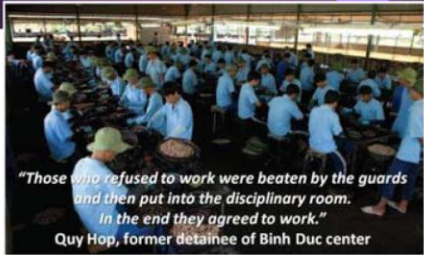


AFIRA

- ▶ Arifa is a garment worker in Bangladesh who clothes primarily for Wal-Mart, but her factory takes contracts from other brands as well. Arifa is a member of the National Garment Workers Federation (NGWF), a Bangladeshi union that War on Want has supported for 10 years.

Tricky Tricky

- ▶ Many sweatshops are coercive in nature. People work in them, often under abusive conditions, because they have no place else to turn to. Sweatshops help create a cycle of poverty and ignorance that prevents people from advancing themselves.



"Those who refused to work were beaten by the guards and then put into the disciplinary room. In the end they agreed to work."
Quy Hop, former detainee of Binh Duc center

Why do sweatshops still exist?

- ▶ A study showed that doubling the salary of all sweatshop workers would only increase the cost of an item you buy in a store by roughly 1.8%.
- ▶ Other studies have shown that a consumer would rather pay 15% more on their item to know it was created in a safe and legal environment.

Counterarguments

- ▶ Sweatshops are doing something to help. They are providing jobs that pay better than other alternatives, and they are contributing to a process of economic development that has the potential to offer dramatic living increases.
- ▶ Sweatshops capitalize on low-wage labor in developing countries and significantly reduce production costs.
- ▶ Some of the world's leading economists have cited sweatshops as a necessary step in modernization and development.
 - ✦ Sweatshops - preliminary move toward economic prosperity in developing countries

Example candidate response – Level 1, continued

Our response

- ▶ The majority of money earned by sweatshop workers is spent on food to get by and survive on – these jobs do not help families at all, they destroy them. They are not paid enough. They are overworked and underpaid.
- ▶ Abuse, whether it is physical, mental or sexual, is extremely common in these factories. Doors are often locked and staff are forced to work more than one shift in a row.
- ▶ Sweatshops might be safe for the economy but they're definitely not safe for the workers.

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- ▶ "Escape from an L.A. Sweatshop: How Modern-Day Slaves Become Lobbyists." YES! Magazine. N.p., n.d. Web, 27 Apr. 2015.
- ▶ "Ethical Style: There Are Still Sweatshops in America." GOOD Magazine. N.p., 31 Mar. 2012. Web, 27 Apr. 2015.
- ▶ "7 Reasons Why Sweatshops Still Persist." Triple Pundit People Planet Profit. N.p., 28 Apr. 2013. Web, 27 Apr. 2015.
- ▶ Slossel, John. "Are Protesters Wrong About Sweatshops?" ABC News. ABC News Network, 10 Oct. 2003. Web, 27 Apr. 2015.
- ▶ "Sweatshop Labor Is Wrong - Unless the Shoes Are Cute." Mic. N.p., 10 Oct. 2013. Web, 27 Apr. 2015.

Examiner comment – Level 1

- This presentation, on the issue of clothing sweatshops, raises a number of pertinent issues. Firstly, all three members of the team present together and read out sections of their script. This is a violation of syllabus requirements. However, an issue has been defined and some research has been done as the presentation contains some evidence for the extent to which sweatshops are a problem, the involvement of children and the involvement of a specific company, Nike. It therefore achieves Level 2 for the first criterion.
- The descriptive and undifferentiated approach, however, means that the presentation cannot achieve a specific perspective on its topic and achieves Level 1 for the second criterion.
- Structure is also lacking, as the presentation consists of a series of pieces of information about its topic, with no clear progression between them, and scores Level 1 again here.
- As the recording of the presentation stops after three minutes (and no transcript has been provided), it must be awarded 0 for the conclusion.
- There is a PowerPoint, but it only consists of text, and the candidates read from a script, meaning communication methods are limited overall and Level 1 is achieved here.

Total mark awarded: 5 out of 25

This candidate response fits with a high Level 1. There is insufficient quality for it to be placed any higher.

Component 3 – Team project

Reflective paper

Mark scheme

| Level | Marks | Indicative descriptors |
|-------|-------|--|
| 5 | 9–10 | <ul style="list-style-type: none">• The candidate engages in a probing and critical evaluation of their own practice in working with others to identify a local problem and explore possible solutions.• The candidate reflects fully on how their personal standpoint and scope for future research have been affected by alternative team and research perspectives. |
| 4 | 7–8 | <ul style="list-style-type: none">• The candidate engages in some effective evaluation of their own practice in working with others to identify a local problem and explore possible solutions.• The candidate undertakes some clear reflection on how their personal standpoint and scope for future research have been affected by alternative team and research perspectives. |
| 3 | 5–6 | <ul style="list-style-type: none">• The candidate evaluates to some extent their own practice in working with others to identify a local problem and explore possible solutions.• The candidate undertakes some reflection on how their personal standpoint and scope for further research have been affected by alternative team or research perspectives. |
| 2 | 3–4 | <ul style="list-style-type: none">• The candidate attempts to evaluate their own practice in identifying a local problem and exploring possible solutions, but may lack consideration of their work with others.• The candidate attempts to reflect on their personal viewpoint or scope for further research, but may lack a consideration of alternative team or research perspectives. |
| 1 | 1–2 | <ul style="list-style-type: none">• The candidate shows limited evaluation of their own practice and lacks consideration of their work with others.• The candidate shows limited reflection on their personal viewpoint and scope for further research and lacks any consideration of alternative team or research perspectives. |
| 0 | 0 | No creditworthy material has been submitted. |

Example candidate response – Level 5

Reflection

As a whole, I believe the group worked well together. Each group member did their share of the work and contributed to the discussion. During the brainstorming process, I felt that I was in a leadership role. I posed questions and discussions that helped formulate how the work would be divided. Leading the discussion like this was a new experience for me. Kathryn was a major factor in deciding our topic; since she is already knowledgeable about various diseases, we decided to use a topic in that category. Because of her knowledge of the topic, she was able to provide extra insight and information. She also recommended reliable sources from which to get our information. During the research process, we all separated somewhat to do our own research for our specific lenses. We collaborated after we had finished creating our PowerPoint presentations and presented our topics to each other. Afterwards, we offered helpful insight and constructive criticism to each other. To formulate our group solution, we took the best points from each of our lenses and put them together. Jennifer provided lots of insight during this part of the process and played a major role in the finalization of our group solution. Overall, personal standpoints and existing opinions did not halt the productiveness of my group. We each listened to and respected each other's ideas.

Our group solution included the best points from each of our individual solutions. We decided that strict safety regulations and routine inspections are crucial to maintain a safe environment for both the workers and the poultry. Some of the safety regulations include maintaining a sanitary environment and providing the workers with proper protective gear. This portion came from my solution, which looked through an economic lens. I had proposed that routine and random inspections be conducted in order to ensure that regulations are being met. We all quickly agreed that this needed to be part of our group solution. We also agreed that outbreaks should be reported, but not to a point of causing panic. The extent of media reports caused some debate. My solution involved little attention by the media, while both Kathryn and Jennifer pushed for full media coverage. We ended up deciding that outbreaks should always be reported, but not to the extent of over-reporting the issue, since news of an outbreak can cause people to panic. Infected poultry must be quarantined and poultry flocks should be vaccinated. This part of our solution stemmed from Kathryn's and my solutions. She had decided to look through a scientific lens. I had suggested quarantine of infected poultry to keep the rest of the flock safe. Kathryn added the need for vaccinating poultry, as most cases of avian flu involve a human coming into contact with infected domestic poultry. This would involve a larger distribution of vaccines to poultry farmers. Finally, we decided that vaccines should be sent to areas that are extremely at risk such as China and the Middle East. This was from Jennifer's solution. Since she was looking through an ethical lens, she pushed for vaccination of humans. Since sending vaccines overseas is expensive, we decided that sending them to areas where avian flu was the most common was a logical solution. It should also be ensured that workers receive these vaccines as well, since they work in close quarters with poultry and are most at risk.

Throughout the duration of this project, I learned much about avian flu and the dangers it poses to our world. Before I had extensively researched the project, I believed it was merely a mild strain of flu that one could catch from wild birds. I learned that the virus is much more

Example candidate response – Level 5, continued

dangerous than that and the possibility of a global pandemic (if it becomes human to human transmissible) is a huge threat. Despite the research that my group and I did, there is still much more information to be found that will help formulate a better solution for keeping avian flu under control. For instance, part of my group's collaborated solution was to enforce strict safety regulations involving the poultry. Further research should be conducted in order to understand what regulations are already in place and how they are enforced. With this information, we would have been able to come up with a detailed strategy of what regulations should have been put in place and followed. Another part of our group solution was sending vaccinations to high risk areas. In order to decide which areas are at the most risk of contracting avian flu, we would need to find records and reports of outbreaks of poultry and human cases. This information could likely be acquired from the CDC or WHO websites. Those statistics could help us decide where vaccines were in the highest demand.

Examiner comment – Level 5

- This reflective paper resulted from a team project exploring the problem of avian flu and different solutions for preventing its transmission. It begins with some effective evaluation of the candidate's own practice in working with others, identifying and assessing the effectiveness of each member in the first paragraph in terms of their role. This could perhaps have been developed further as a set of judgements, but meets the criteria for Level 4.
- The candidate's reflection on the development of their own standpoint is a real strength however, moving on from a summary of the group solution to a precise and detailed explanation of how each member's perspective compared with their own, and therefore developed and challenged the candidate's position. This is continued in the discussion of further research, meriting a Level 5 for this criterion.

Total mark awarded: 9 out of 10

This candidate response fits with a low Level 5.

Example candidate response – Level 4

My team and I worked extremely well together on this project. During our class time we debated on which question to pursue and found sources to back up each side of our argument. We looked hard for a local source with something to do with sexism because we all felt a connection to the topic since we are women. When I came across the “PGA President” source my team and I instantly agreed that it would be our local source. We then assigned each person a job to look for different perspectives on the issue. One researched sexism in the workplace, another researched sexism in society, and the last one researched sexism in culture. Our team had no conflicts or disagreements that would hinder our work effort. Moreover, one morning our team even woke up at five am so we could Skype call each other. We had an extremely time effective system of assessing each source where we created an outline for the articles and took out both the important information of each piece and assessed the credibility. This made it very easy for me personally to finish off the individual part of my project and create my PowerPoint. I am very happy with and proud of my team and wouldn't have wanted to do it with anyone else.

However if I could improve one thing it would be that we narrow down our research and focus on fewer articles. After we found twenty articles that we deconstructed together we each could then decide which articles we wanted to include in our own project. With so many sources and information I wanted to include it made it hard to construct a PowerPoint within the time limit and thus I had to take out a large chunk I research I wanted to go over in my presentation. Moreover, I think to improve our argument we must include more credible research on how sexism doesn't exist in today's society and include more perspectives from the opposite sex that stand up for women and their struggles.

When coming up with solutions to our sexism issue, it was fairly easy to agree on which solutions we all felt were best. Like I said before, my team and I are three girls raised in similar environments, thus our working well together may be a side effect of having similar perspectives on life. This could seriously hinder our research since our own perspectives are not diverse and limited to our own scopes as seventeen-year-old girls. However, we tried our best to remove our personal biases from the argument when assessing the articles and make the debate an even playing field. Thus we believe our solutions to preventing sexism are valid. Our team thought some workable solutions would be to educate the public on human rights, contact local governments to support women rising in society, and to boycott media's that portray women in a manner that lowers their self worth. We all felt that these solutions would be easy to implement in the world and would lead to the generations to come to see women as equals with men.

Personally as a young lady myself, I didn't realize the extent of sexism globally. I live in a sheltered little town where people don't appear to be sexist. The research has both opened my eyes and filled me with sorrow to think that so many girls in the UK are ruined mentally due to sexism and that women in Africa can't even control what happens to their own body. Before this project I would have considered myself to be neutral in the sexist debate, but now I see that my previous position was selfish. It was selfish of me not to consider woman all around the world and that just because in my current moment where I live sexism isn't ubiquitous doesn't mean that some girl my same age isn't experiencing it in China or Nigeria. As my fellow teammates and I were reading some of our research articles we all got really mad and sometimes even riled up over what was happening to women all over the world and even in our own backyard without us seeing it. I now see little bits of sexism in my own hometown, where I thought sexism didn't exist initially. This research has opened my eyes to show me that even I have been influenced by sexism by growing up with it and thinking it was just normal.

Examiner comment – Level 4

- Here the candidate is reflecting upon her project investigating sexism. The candidate evaluates to some extent their practice in working with others, referring to their common context as young women, and some specific examples of how they communicated and how this related to the construction of the candidate's own presentation. This level of evaluation achieves Level 3/4 on the mark scheme. It should be noted here that the differentiation of the candidate's own perspective from other team members is much clearer here, but cannot be credited as this must take place in the presentation where their argument is presented rather than the reflective paper.
- Much more effective, however, is the reflection on how the candidate's research has developed her views. The final two paragraphs, where she assesses her own homogenous and limited perspective against her discovery of the global range and diversity of examples of sexism constitute clear reflection on their personal standpoint.

Total mark awarded: 7 out of 10

This candidate response fits with a low Level 4.

Example candidate response – Level 3

Reflection Essay

In the process of working with my group over the past few months, I have become more aware of the lasting effects human actions have on the environment. As each of us researched our separate topics, we came across an enormous amount of information not one of us was aware of. How fish farming can bring in money, but can also cost an immense amount of money. However, we concluded, that if it is not well monitored, we will soon be surrounded by fishless oceans.

As a whole, our group worked very well together. Alyssa Juzwa took control of the group from the beginning. Her role as a leader was not overdone, it was greatly appreciated because it directed us all to what needed to be done. It was obvious she was very passionate about this subject, which helped drive her to take on that role. Ashley Thompson was also very impassioned by the topic of fish farming; however, she was not as dominating throughout the project. She was not afraid to speak up though and ask questions when confused, which I admired. Ashley Nugyen offered assistance on how to be a strong speaker and properly use your voice for emphasis. This came in handy on our presentations because it allowed us to express the importance of each of our individual topics. Dylan Tran also contributed useful information and points of view to our discussions. His ability to research and explain his findings well, made it easier for us to get an overview of the entire topic. I, as well as the rest of the group, offered good input into our meetings. I asked questions that made each one of us think more in-depth on the topic and want to find out more. Our first meeting we came up with our group topic and each person's subtopic, allowing us to start our research right away. Then we had meetings that were randomly scheduled just to make sure we were all keeping up with our research to complete our separate part of the project.

Fish farming is a very large industry that is becoming more and more popular throughout the globe. This made it very easy for us to break it up into five subtopics. Alyssa Juzwa did the technology and science of fish farming, Ashley Thompson did the social aspects, Dylan Tran did the economic aspects, Ashley Nugyen did the environmental, and lastly, I did the political aspects of fish farming. Alyssa Juzwa's points were very global and specific. She also did a very good job at explaining the points she made so others listening to her could understand exactly what she was talking about. She concluded at the end, that if we as humans, continue to use technology to help with fish farming, we will soon be swimming in a fishless ocean. Ashley Thompson's voice was very expressive and her posture was nice. Her local example was; however, not a great example because it wasn't completely local to Sarasota. Her validations though were powerfully placed and made her argument stronger. At the end, she conclude that fish farming was different in many cultures, but overall it is harmful to fish and consumers. Ashley Nugyen did not have that much variety to her voice, but her examples and facts were very well placed. Unfortunately, she may have ran out of time, meaning some of her presentation

Example candidate response – Level 3, continued

could potentially not be graded. Ashley's conclusion was, fish farming is hurting the environment because of the pollution it is creating and it needs to be monitored more closely or put to an end. Dylan Tran's examples on how economics are directly affected due to fish farming were well written, but not explained too well. His presentation was nicely aid out, but he did not seem very prepared, as his eye contact lacked throughout the whole thing. He concluded that fish farming was negatively impacting the economy because it was so expensive and fewer people can afford it anymore.

After looking over each of our individual conclusions and possible solutions, we came to a joint one. As a group, we decided that although fish farming offers a way to feed large populations, with the lack of laws and enforcement and negative environmental affects, it is not worth it. Fish farming should not be allowed any longer because there is no positive future from it.

Examiner comment – Level 3

- This reflective paper is the candidate's response to a team project which focused on the issue of fish farming. It is at its strongest when it describes the actions and contributions of each team member in detail. This section contains some assessment of their success together, meaning the candidate can evaluate to some extent their practice working together with others (Level 2/3), but does not focus directly and in detail on evaluation of the effectiveness of the group work.
- The reflective paper also evaluates the individual performance of each team member even though this is not specifically called for by the mark scheme. The paper concludes with the 'joint' conclusion of the group, shared by the candidate. This enables them to reflect to some extent on their own viewpoint, but consideration of how this has been affected by the views of others is lacking, therefore giving Level 2/3 for the second criterion.

Total mark awarded: 5 out of 10

This candidate response fits with a low Level 3. It does not have sufficient Level 3 quality to justify a mark at the top of Level 3 but holistically it is stronger than the Level 2 descriptor. A mark of 5 is the best fit.

Example candidate response – Level 2

In all honesty, I feel as if the communication between my partner and I were not the best. Of course we have talked through how we would structure our presentation, who would write and present about what and have supported each other throughout the whole project, when we needed it. This group project was not the hardest, yet again, it was not the easiest. In comparison with other groups in our Global Perspectives class, there was only two of us in the AS Level class, which limited our options to choose a partner and limited our numbers in a group. In a way I do not feel that it is fair to say that we had a disadvantage just because our group was made up only two people. Although it was definitely a lot more work than what others had to do. Or at least I feel as if it was like that. The project itself did take some time to work on for the both of us. The paragraphs I have written are from both our perspectives of the good things, the bad things and the things we could have improved in. There were a couple of things that we had agreed on that we did well and a couple of things we agreed on what we did good and what we did wrong and things we agreed on which could have been improved. It was not easy.

I think that we gave each other some good ideas of what we could write and talk about. As well as that, I think that we've been in on track of what we've been needing to do. The support and the understanding of each other was just fine. As struggles of not having such a big group in comparison to other groups in the class, I honestly think that we worked quite well (individually). It is honestly not easy having only one other person in a group, giving us almost double the work for the both of us. Having such a big topic – Global Warming – and for only two people takes a lot of effort and a lot of time, but I believe that we worked through it with good hope for the outcome.

Although, there were a couple of disadvantages to this project. I do not think that we've had enough communication. That we sat in the same room but did not explain to each other everything about what we actually wrote down in details. Even though we talked a bit about what we have written down but I do not feel as if it was enough. It was difficult to actually work together or talk about the project together outside school. We do not live in the same house or part of school so it was difficult to figure out hours to which we would be working together. As well as figuring out when we could work together, we've been getting quite a load of homework and quite a lot of activities, so it takes up a lot of our free time. I do not feel that Facebook or Skype would have helped a great deal but of course it would have made a some kind of difference. I think that making a schedule of when we're going to work together, and how many hours would have made our planning and our work more efficient and we may not have been in a hurry. Although, even if I hadn't started on my group work right away, I had finished my part of the presentation before my partner did, but that was because I had actually worked on it in the time we had, using up my hours wisely, unlike my partner.

There is always room for improvements! I can think of a couple of things that we have agreed on that we could have done better. Looking back at what I've written in the above paragraphs, I can say that lack of communication could be improved. Togetherness could be improved as well (using time out of school to work on the group of project). Though, with the struggle of only being two in the group, I think that learning to cope with double as much work is a good strategy that we will have to grow with. This would have given us an advantage of polishing our work with hopes for our reader's satisfaction. I admit that I, and my partner, did not start right away. It did take me, at least, a couple of weeks to start writing, though for the couple of weeks before actually starting the project, I was wondering what would be in it, what I would write, what I would say as well as the improvement and the ups and downs of this project.

Examiner comment – Level 2

- This is a good example of how the quality of a reflective paper can benefit if a candidate is focused and detailed in evaluating their experiences of team work. They go into specific detail in explaining the factors which had negative impact on the team working effectively. The candidate does well in evaluating the impact of this on their project as a whole. This means that the reflective paper meets the requirements for Level 4 on the first criterion.
- However, there is no reference at all to their personal standpoint on the topic itself, or how that was developed by the other team member or their research, so receives 0 for the second criterion. This inconsistent profile of performance leads to a Level 2 achievement overall.

Total mark awarded: 4 out of 10

This candidate response fits with a high Level 2. The quality of their evaluation on the team work is such that a mark at the top of Level 2 is the best fit.

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