

GLOBAL PERSPECTIVES

Paper 8030/01
Written

Key messages

Candidates should ensure they read the paper carefully and identify the key words in each question. This was particularly relevant in **Question 3** where candidates were required to explain how far the author's views in Document 2 challenged those of the author in Document 1 by comparing and contrasting the two views.

The length of each answer should reflect the number of marks available. Some candidates spent too long on **Question 1** leaving insufficient time for the demands of **Questions 2** and **3**.

To gain higher marks in **Questions 2** and **3** there should be clear development of the points made, for example how the material in the documents impacts the arguments. Candidates should go beyond stating **what** a strength or weakness may be, through explaining **how** or **why** it is a strength or weakness.

Candidates should provide brief and relevant references from the documents to support their evaluation of evidence and argument, otherwise the answer is generalised, containing only assertions or claims. They should also explain what impact this has on the argument or evidence which goes beyond a generic statement like 'weakens/strengthens'. They need to explain how their assessment does this.

In **Question 3** the higher scoring responses reached a supported judgment about whether one author's views challenged those of the other. Lower scoring responses simply compared the content of the two documents.

Candidates need to use ideas mentioned in the documents rather than their own knowledge. Except for **Question 1(a)** where candidates are asked to 'identify', candidates should avoid copying sections from the documents, without any relevant supporting comment.

General comments

There was little evidence of candidates misunderstanding the documents and many showed a good understanding of the demands of the questions. Some candidates needed to pay more careful attention to the key words in the questions e.g. 'challenge' in **Question 3**.

In **Question 3** several candidates simply compared content or repeated, without evaluation, the views of the authors. The idea of 'challenge' needed to be understood, which would allow candidates to achieve the higher levels for the criterion around making a judgement.

Few candidates ran out of time. The allocation of time relative to the number of marks available is important. A few candidates spent too much time on **Question 1(a)** and **1(b)** which had a detrimental impact on the amount of time spent on **Questions 2** and **3**, which were worth most of the marks.

In **Question 1(a)** where the command word is 'identify', candidates would benefit from being more concise and accurate. The best answers took the wording of the author, without paraphrasing, which meant that the point being made was clear.

In **Question 1(b)** the command word is 'explain'. Explanation requires the candidate to show clear understanding of the authors' meaning by using their own words and interpretation or paraphrasing the words of the author. Candidates should avoid simply copying word for word from the document.

Many answers to **Question 3** were not fully developed or supported by precise references to the documents. Stronger responses selected relevant and appropriate quotes from the documents and evaluated their significance and impact on the views of the authors. This demonstrated that they had a secure grasp of the significance of the views being presented. Many responses concentrated on the relative strengths of the arguments or looked at whether one was more convincing. Although helpful, this approach did not fully answer the 'challenge' part of the question.

Comments on specific questions

Question 1

- (a) **Question 1(a)** should encourage candidates to fully read and digest the detail of Document 1. The most successful responses for this 'identify' question simply and concisely stated the words of the author without paraphrasing or expanding. Many candidates were able to identify one negative effect, often related to impact on the health of children. The requirement for two different effects meant that more than one example of health issues, like: 'Some die. Others have cancer' could only gain one mark. The other negative effect was the children working for small amounts of money. An example of a clear answer is: '*Children extract resources from the e-waste methods which are dangerous for their health. The illegal disposal of e-waste also promotes children to work in order to earn a low amount of money.*' The answer can be directly quoted from the document or could be a close paraphrase, but there is no need to expand on the basic points.
- (b) This was an 'explain' question. Explanation requires the candidate to show clear understanding of the authors' meaning by using their own words and interpretation or paraphrasing the words of the author. Simply copying word for word from the document is not considered to be explanation.

An example of a 2-mark answer:

'Normally some devices that still work and that contain some valuable materials can be recycled. Thus, it encourages Accra to have a second-hand market where they can start a business and make money.'

An example of a 1-mark answer:

'It has benefit as it resells parts and metals extracted from the heaps of e-waste.'

The first answer explains the type of e-waste and what it contains and then develops the benefit i.e. the development of a second-hand market as a result. The second answer simply considers the 'raw materials' but does not develop how it is sold.

Question 2

This question was about the strengths and weaknesses of the author's argument in Document 1. Higher-scoring responses addressed the main components of an argument, such as: credibility and motivation of the author; his use of sources and evidence; style of writing; and conclusion.

The most successful responses recognised that the author used expert sources, for example, Ghanaian researchers, The Journal of Health and Pollution and a professor; and explained why they had authority. More specific evidence, including some statistics, was also sourced, and the most successful responses recognised this, named the sources and explained why they were strong or weak. This three stage approach tends to lead to higher marks.

When discussing weaknesses, higher scoring responses saw that some statistics did not always have sources (e.g. the annual production of e-waste). Candidates could also consider the vagueness of the statistics which had been rounded by the author (e.g. 'over 40 million tonnes' and 'about 15 per cent').

The difference between higher and moderately scoring responses was usually defined by the appropriate explanation of points being made. Many candidates made basic statements without explaining or developing them.

For strengths of the evidence, more successful responses used examples such as:

'... the author makes use of alleged expertise as a reference in his arguments which raise the credibility of the document. For example, Mike Anane, an environmental activist.'

For weaknesses of the evidence, more successful responses used examples such as:

'Most of the statistics provided by the author are not properly credited. For example, "Every year the world produces over 40 million tonnes of e-waste..." where the author did not reference where he got these facts. This makes Document 1 less credible. Moreover, the author provided statistics that are old, like "only a small part of e-waste, about 15.5 per cent in 2014 is recycled...". This can be unreliable as a lot could have changed in that time.'

Question 3

The most frequent approach to this question was to consider the relative strengths and weaknesses of the two views of the authors throughout the answer. There was no one correct answer and candidates were free to argue that Document 1 or Document 2 were challenged by the other or that both were equally challenged by each other. Many candidates reflected more on whether one document was more convincing or stronger than the other, rather than addressing the challenge part of the question and gaining marks for the judgement criteria.

Several responses tended to directly compare the content of the documents without evaluating their relative strengths. These responses needed to go beyond making a few points comparing the two documents in order to access higher marks.

Many responses were able to identify the aspects that reflect a strong argument e.g. the credibility of the authors and the amount of supporting evidence provided. More successful responses gave clear examples from the documents and their impact on the overall assessment. However, many responses needed to relate this to how one view challenged the other. Lower scoring responses simply relied on a formulaic approach of what should constitute a strong argument by using supporting examples and relating them to 'challenge'. Such answers were consequently superficial and relied on undeveloped quotes from the text.

Less successful responses tended to feature narrative description in their answer, particularly quoting extensively from what the authors stated rather than undertaking evaluation of the strength of the views. These responses needed to show clear evaluation of the views rather than merely state the differences between the two. To improve, responses would need to use evidence from the documents to evaluate how the authors have arrived at these statements and to explain its impact on the candidate's assessment.

'The author's views in Document 2 challenge those of the author in Document 1 about the problems of the Agbogbloshie e-waste dump in Accra to a higher extent by stating the false label that Accra is the biggest e-waste dump. He himself works as a writer and film maker for scidev.net whereby the author himself is a good source of evidence who has been in the field to Agbogbloshie. Document 1 talks less about Accra and mostly gives general ideas about e-waste.'

'Document 2 may be a great challenge for Document 1 as the author of Document 2 contradicts the negative views and aspects that e-waste had on Document 1. He said that it is more a well-organised scrapyards than Document 1 author's statement that Accra has an enormous and heavily polluted e-waste dump. The challenge is that there is no e-waste among vehicles and scrap metal. The author of Document 2 provides more trustworthy and reliable evidence by stating that the Agbogbloshie site has been linked to illegal e-waste. This is supported by mentioning a study which has been evaluated and recognised by well-known journals like New York Times and Al Jazeera.'

Both examples use the idea of challenge, the first making a judgement. Both relate clearly to the documents and quote relevant points to support the candidate's argument.

Some candidates needed to read and evaluate the documents clearly, rather than looking for a formulaic approach to the question by making assumptions based on preconceived ideas about what makes a good argument. Candidates are required to engage critically with the documents, rather than make generalised comments that could apply to any document.

GLOBAL PERSPECTIVES

<p>Paper 8030/02 Essay</p>
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Key messages

The key messages from this series are that candidates:

- identify and explore a global issue successfully using a range of research methods;
- use sources and evidence effectively to support their arguments;
- should use the work placement more effectively to gather evidence from primary research;
- need to explain the global implications of their research in greater detail;
- need to describe and reflect on personal learning from the work placement and research in greater detail.

General comments

The quality of work and levels of achievement were very good. Most candidates successfully researched a global issue related to the work placement.

The selection of issues to explore was generally good. The issues clearly related to the work placement and this was usually explained quite well. Some candidates needed to develop the global dimension to the issue, which was very brief in some cases, and occasional missing. It is important that candidates discuss the global significance and implications of their research findings and conclusion.

In general, the research was completed carefully and there were some excellent essays. Most candidates presented a well-structured essay that contained a clear line of argument. A conclusion which answered the research question was reached, most following logically from the outcomes of the research.

The selection of sources and evidence was generally effective, and these were mainly relevant to the research question and perspectives being assessed. The sources gathered from secondary research from the internet and other similar places were used systematically and with clear structure to support the argument.

Some candidates made full use of the opportunities for primary research within the work placement. These candidates used the work placement to conduct surveys using carefully constructed questionnaires, interviewed individual employees using prepared questions or observed people at work with observation schedules to identify relevant issues. The research strategy was explained, the means demonstrated, and data presented clearly and concisely, using tables and diagrams as well as appropriate quotations.

To improve, some candidates needed to clearly explain the relationship between their work placement and the issue identified in their essay. Similarly, some candidates needed to explain how the work placement affected their learning about the issue.

Most candidates used the research and discussion of perspectives to reach a conclusion related to the topic and key issue. The most successful essays used the conclusion to directly and explicitly answer the question posed in the title. Less successful essays needed more attention on personal reflection and explaining how the work had influenced or changed candidates' learning and personal perspectives.

Comments on specific questions

This section of the report contains guidance on how to improve the quality of the essays.

- 1 The global dimension – it is important for candidates to explain the global significance and relevance of their chosen research topic. This can be achieved by:
- reference to the way in which the issue affects businesses and workplaces in a range of countries;
 - use of evidence that relates to other countries;
 - reference to worldwide trends and developments in the issue;
 - using material drawn from international organisations that relates to the issue, for example the United Nations, UNESCO, The World Bank, The International Monetary Fund; World Health Organisation; World Trade Organisation; International Labour Organisation, etc.;
 - using material drawn from international charities and pressure groups;
 - using some cross-cultural sources from different countries;
 - explaining the international implications of the research;
 - explaining how the conclusion might relate to other countries.

An example of good practice in explaining the global significance of an issue arising from a work placement follows:

'The work placement was based within a local training company. I noticed that the company was increasing its use of video-conferencing facilities and had set aside more funding to develop this further. Informal conversations with my supervisor indicated that more training was now online and between different countries. Ms Babagee said that training internationally is a growing business and her company wanted to expand this activity as well. The issue of how best to develop video-conferencing for international training is therefore relevant to other countries globally.'

A report from the United Nations on improving education and training in ways that meet their sustainability goals says that remote online training is a way to bring people together without expensive and often polluting travel. Video-conferencing could be a way to reduce unnecessary travel, lessen carbon emissions and combat global warming. I wanted to research video-conferencing because this method of communication using digital technology has global significance.'

- 2 Reflection and personal learning – candidates are expected to reflect upon their own learning from the research, their experience in the work placement and to explain suggestions for further research. They should describe and explain in detail how their work placement experience has affected their own perspectives and learning. Candidates should write at least two paragraphs describing and explaining how the exploration of the global issue, research and work placement have affected their own personal perspectives and beliefs about the issue.

This might include:

- a description of their main learning points;
- changes to their own beliefs and values;
- possible changes to their own behaviour or lifestyle;
- opportunities for further reading and exploration.

Personal reflection often suggests that there is more to explore on the issue and that work can be improved. An important part of reflection for the essay is therefore to identify aspects of the global issue or perspectives that could be better understood through further research.

GLOBAL PERSPECTIVES

Paper 8030/03
Presentation

Key messages

- Successful presentations made clear the starting point in the pre-release booklet and the global range of the presentation.
- Signposting, such as the use of headings and linking phrases, is important for making the structure of the presentation clear to the audience.
- Spending time on the conclusion allows for the final judgements to be fully supported and matched to the question.
- Slides were used effectively to make visual links with specific argumentative points.
- The quality of written English was supported by both grammatical accuracy and precise links between ideas.

General comments

Response to the Pre-Release Booklet

The pre-release booklet for this session had two topics. The first, in Documents 1–6, was technology and lifestyles – with 3D printing as the specific focus. The final two documents provided an alternative area for candidates wishing to research the globalisation of economic activity, with a debate over the outsourcing of manufacturing to different countries.

The majority of candidates focused on the main topic of 3D printing, but found several different areas to explore within it. For example, presentations selected titles such as ‘Is 3D printing the solution to organ transplant?’ or ‘Is 3D printing effective in the construction sector?’, testing the value of 3D printing within a debate in a specific context.

A significant minority of candidates responded to the final two documents, with presentations on the advantages and disadvantages of automation, the impact of industrial revolutions or even the economic impact of the manufacturing strategy behind the Mac Pro.

Many candidates used the flexibility provided by the pre-release booklet and identified one argument or piece of evidence from one of the documents and built upon this with their own research to create their own distinctive argument in their presentation.

Issue and Research

More successful presentations took care to carefully define their focus at the outset of the presentation in order to establish its basis in the pre-release booklet. In many cases, candidates established the global range of their title at the same time, which was then supported by the range of sources and evidence which were addressed. The following is an example of such an opening:

‘In response to the question ‘How far is innovation in technology contributing to the economy of developing countries?’ I will discuss the impacts technology is having on developing countries. I reached this question through stimulus document 7 which talked a bit about how the fourth industrial revolution will affect developing economies.’

Here, an explicit link is made to the starting point in one of the pre-release documents and it is demonstrated that this sets up an issue of global significance and context (‘how the fourth industrial revolution will affect developing countries’).

Presentations were often supported by relevant research which varied in its range and detail. At its most detailed, specific articles by authors with relevant academic expertise were identified and evaluated in support of each perspective.

Structure of argument and engagement with alternative perspectives

The candidates who most effectively structured their presentations signposted each stage for the audience at the outset. This made the structure clear, but also enabled them to maintain logical connections between each stage.

The following series of topic sentences, starting each paragraph of a presentation, show an example of how this was organised:

*'Before I start to analyze my question, I will first define it...
Now I will move on the bigger part of my presentation and consider three opposing articles...
The first article I have selected...
Another argument...'*

This does not represent the whole of the presentation, but shows how the candidate signals each new point in their argument and demonstrates their control over the links between them.

Candidates engaged best with alternative perspectives when they first identified the overall perspective and then explored individual sources, arguments and evidence within this. For example, one candidate announced that they would engage with the 'economic perspective' and then analysed individual sources presenting arguments for that perspective, before turning to the 'social perspective' and doing the same.

Conclusion

Conclusions to presentations tended to be relevant to the title and research and were able to provide a final judgement in response to the issue identified. They were then split between those supported by evidence and reflection, and those supported by personal reflection alone. Evidence was usually in the form of references back to specific sources or pieces of evidence which had been identified in the main body of the presentation.

Candidates could strengthen their responses further by giving more space to the conclusion within the overall running time. This would then allow them to make more links to arguments and evidence in support of their judgements and deal more fully with each element of their initial question. Doing so would demonstrate that their final conclusion was an adequate or sufficient response to the question, rather than a partial one.

Presentational methods

Many candidates engaged well with the need to use effective and creative presentational methods. This was apparent in a variety of different ways, including in the engagement with the audience through eye contact and gesture, and the use of language – addressing questions to the audience for example.

Most candidates, however, demonstrated their presentational skills through the construction of effective PowerPoint slides which used the visual presentation of information and other graphical data to support specific points within their arguments. Often candidates pointed explicitly to specific elements in their slides to support each point that they made. On the other hand, the absence of any presentational elements in support of the delivery of the script meant that credit could not be given for this criterion.

Quality of Written English

The quality of written English in presentational transcripts is also assessed by this component. Here, the standard was generally high, with only a very limited number of candidates making errors of tense or number. The quality of language of some transcripts was very sophisticated, with a fluent use of an appropriately specialist vocabulary. The strongest transcripts moved towards thorough and confident linking of ideas through language. The following three examples show this achievement at different levels. The first is clear and simple but contains a few basic grammatical errors. The second is accurate and straightforward in style. The final example maintains accuracy but increases the level of expression and links between ideas.

'Ladies and gentlemen, my name is ... and today I am going to talk about whether the productivity of a Mac Pro justify its high price. 2 perspective whether the price matches the productivity of the Mac Pro or not. A

Mac Pro is a high end desktop computer produce by Apple with its own hardware and software and bearing in mind that the Apple is worth \$1 trillion.'

'Nowadays, with the help of technology, many foods are being invented which are easy to cook and serve at home. Some foods are packed in can and some have been already been processed, they just need to be heated in the oven or in a frying pan.'

'From factory workers to check-out cashiers, various jobs have been or are already being replaced by robots. In fact, 20 million manufacturing jobs are expected to be lost to robots by 2030. Hello, my name is ... and today we will be talking about automation. With the revolutionary age of automation right around the corner, we all fear the day our jobs will be taken from us, the day we will become obsolete. With this in mind, people are not wasting time to blame automation for the ever-increasing rise in unemployment.'