Collins

Cambridge IGCSE™

Global Perspectives

TEACHER'S GUIDE

Also for Cambridge O Level

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3.1 Identifying and explaining information

Assessment objective(s)
AO1

Lesson outcome
By the end of this unit, students will be able to read and understand a source to locate and explain information.

Success criteria
- **Beginning:** Learners can identify the subject of a source.
- **Developing:** Learners can identify and select information from a source.
- **Gaining confidence:** Learners can identify and select information and explain features of the information from a source.

Develops skills for
- **Written exam**

Resources
- **Student's Book:** pp. 104–107
- **Sources 1, 5 and 6, Student's Book** pp. 98–103
- **Worksheets 3.1a, 3.1c, 3.1d, 3.0a, 3.0b**
- **Answers to Student's Book questions**

Section 3 builds on the skills that have been introduced in Section 2 and develops students' ability to work with unseen sources. You will find the sources on pp. 98–103 of the Student's Book, as well as on **Worksheets 3.1a–d and 3.4a–3.4b**. Complete sets of practice questions from the chapter are collated on **Worksheets 3.0a** and **3.0b**. You may wish to provide further practice of the skills developed in this section using your own sources drawn from alternative topics. See Appendix 1.

Starting point

- **Q1** Make sure students understand that facts are true and can be proven with evidence. They might be seen to change if the evidence changes – so improved scientific understanding and evidence might change what we understand to be a fact, but there aren't alternative facts.

Explore

- Introduce how to approach sources of data, such as graphs or charts. As students answer **Q2**, make sure they are able to navigate the information provided by focusing on headings and the axes before looking for detailed information. Tell students that the source comprises all the words around the chart, as well as the chart itself. Source 1 can also be found on **Worksheet 3.1a**.

- **Q3** *Think–Pair–Share*. (See **Activity Bank**) Once students have answered questions in pairs, bring the class together to pool responses. Check students understand 'GDP' and how the chart shows the relationship between the educational scenarios and GDP. Encourage precision with further questioning: Which is the *y*-axis? Can we identify GDP measures as sitting on the *y*-axis? So, what features of the chart sit on the *x*-axis? What does the category 'no education' mean? Do we know whether all age-appropriate children are in primary and secondary school in scenario 2? Is there only one difference between scenarios 2 and 4?

Develop

- **Q4** *Think–Pair–Share*. Check understanding of question stems and point out that 'identify' requires a brief response.

- **Q5** *Think–Pair–Share*. Ask students whether answer 1, in each case, is wrong. It isn't wrong in **Q5a**, but answer 2 is a better response and is more precisely given. For **Q5b** it is important that students say that a fact is *checkable.* Ask if students can put the answer into their own words, first in pairs to rehearse, and then to a group or the class.

Give extra support by working with a small group and verbally rehearsing answers with them.

Give extra challenge by asking confident class members to add to or comment on answers as they are given.

Apply

- In the Apply section, students will be applying their understanding to Climate change Sources 5 and 6 (**Worksheets 3.1c** and **3.1d**). **Q6** Ask: What do the words at the top of the source tell us? Who is the visual aimed at? What actions are recommended? With what intended outcome? Remind students to check the question stems.

Reflective plenary

- Check students understand these practice questions are not about opinion but about identifying and explaining.

Worksheet 3.0a Sources 1–4 practice questions (Education)

1 Study Sources 1 and 2.

(**a**) According to Source 1, how many children of primary age were not receiving formal education in 2018? [1]

(**b**) (**i**) Identify a fact that is given about the United Nations. [1]

(**b**) (**ii**) Explain why the example you have given is a fact. [2]

(**c**) Using Source 2, describe the restaurant owner's perspective on education. [6]

(**d**) Sources 1 and 2 suggest reasons why education is important. Which reason is the most important? Explain why. [8]

2 Study Source 3.

(**a**) Explain the strengths and weaknesses of the research outlined in Source 3. [8]

(**b**) 'Most teachers understand that teaching is about giving students the skills that they need for the future.'

Explain how this claim could be tested. You should consider the research methods and evidence that could be used. [8]

3 Study Source 4.

Whose argument is more convincing, Edie's or Pablo's? Explain your answer fully.

Your answer should:

- consider both arguments
- evaluate their reasoning, evidence and use of language
- support your judgement with their words and ideas. [16]

4 A government wants to improve the economy by making changes to the education system. The following actions are being considered:

- Make free full-time secondary education compulsory.
- Make students study in the morning and do paid work in the afternoon.
- Make local businesses help to teach secondary age children.

Which **one** of these actions would you recommend to the government, and why?

In your answer, you should:

- state your recommendation
- give reasons and evidence to support your choice
- use the material in the sources and/or any of your own ideas
- consider different arguments and perspectives. [20]

Worksheet 3.0b Sources 5–8 practice questions (Climate change)

1 Study Sources 5 and 6.

(a) According to Source 5, what proportion of people worldwide have no access to safe, clean drinking water? [1]

(b) (i) Identify **one** example of a prediction from Source 6. [1]

(b) (ii) Explain why the example you identified is a prediction. [2]

(c) From Source 6, describe the speaker's perspective on how energy is produced. [6]

(d) Sources 5 and 6 suggest actions that can reduce climate change. Which action do you think is most significant? [8]

2 Study Source 7.

(a) Explain the strengths and weaknesses of the research outlined in Source 7. [8]

(b) 'Most people want to buy fruit and vegetables grown locally.'

Explain how this claim could be tested. You should consider the research methods and evidence that could be used. [8]

3 Study Source 8.

Whose argument is more convincing, Serena's or Qazi's?

Your answer should:

- consider both arguments
- evaluate their reasoning, evidence and use of language
- support your judgement with their words and ideas. [16]

4 A scientific policy group is considering how to advise its government on how best to reduce carbon emissions.

The following actions are being considered:

- Send a letter to every family explaining how they can help.
- Give grants to local industries to invest in new technology.
- Ask people to turn down their air conditioning and use less electricity.

Which **one** of these suggestions would you recommend to the government, and why?

In your answer, you should:

- state your recommendation
- give reasons to support your recommendation
- use the material in the sources and/or any of your own ideas
- consider different arguments and perspectives. [20]

Worksheet 3.1a Source 1 (Education)

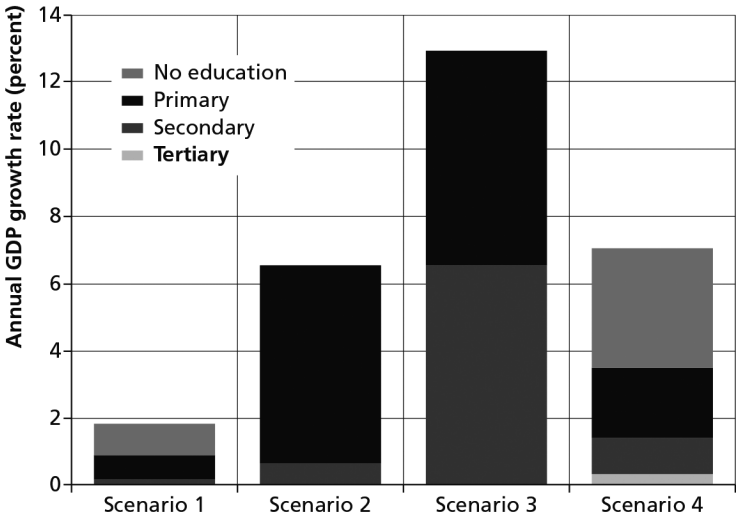
These are the sources you'll use for the topic: Education and economic development

Source 1

The United Nations has a sustainable development goal that by 2030 all girls and boys should be able to complete free, quality primary and secondary education. This is in the interests of global equality. According to **UNESCO**, in 2018 59 million children of primary school age were receiving no formal education. This means that their choices about their futures were seriously limited.

Governments need to evaluate the impact of education on economic development. Education is expensive to provide, and governments need to know that it provides good value. The United Nations supplies information to help countries to make good decisions. This source is a chart showing how education related to national wealth. It is based on UN data.

This graph shows four patterns of educational provision and the relative wealth of countries implementing those patterns.



Economic Growth in Developing Countries: Education Proves Key, IIASA 2008

Vocabulary

UNESCO: the United Nations Educational, Scientific and Cultural Organization

GDP: or **Gross Domestic Product**, indicates a country's wealth from the goods and services it produces and provides

tertiary: college or university education

Worksheet 3.1b Source 2 (Education)

Source 2

Schools are often judged on the basis of their exam results. I have children of my own and I know just how important statistics on school exam results can be.

However, I own restaurants and I know that none of those statistics tell the whole story of children's education, and do not reflect the personal skills children gain through their time at school.

As a restaurant owner, I need to be able to employ adults who leave education with the ability to work in a team. They need to be able to listen to what others have to say, and to contribute ideas without objecting if others don't agree with them. What's more, young people need to be able to explain their ideas if they believe that they are right.

I need workers who can be flexible, who are able to move between teams. Useful workers can solve straightforward problems, and don't forever turn to a superior for answers. I need a workforce that can carry out tasks without constantly needing to be told what comes next.

I cannot teach all these skills when young people come to me for a job. Their schools have a role in preparing them for life. Primary schools have children working through problems of all sorts in teams, offering their ideas in many different ways. Can secondary schools take on a greater role in further developing these skills to produce workers who are ready for the workplace?

Extract from a feature about education written by a restaurant owner

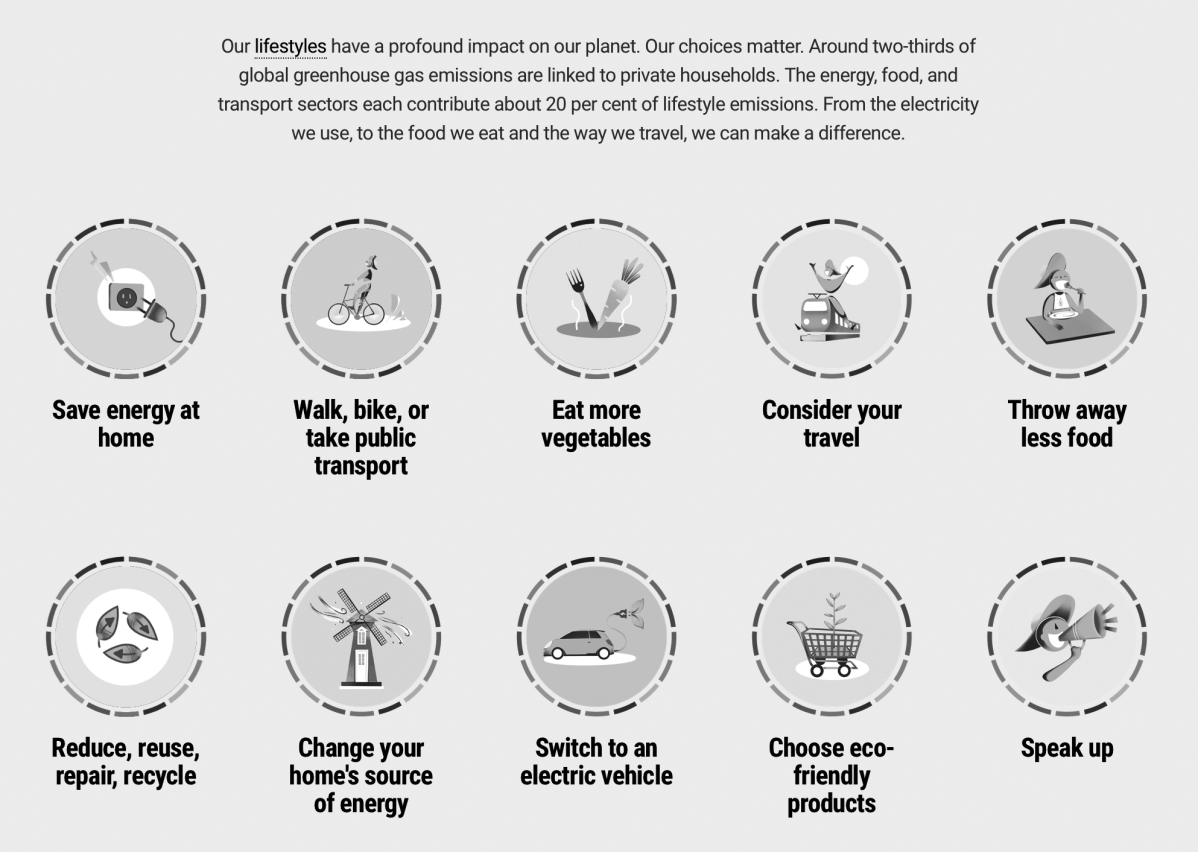
Worksheet 3.1c Source 5 (Climate change)

Source 5

COP26 saw Glasgow filled with people from all over the world who supported the United Nations' aims of limiting climate change.

Climate change has already reduced access to clean water in some countries. One in three people worldwide has no access to safe, clean drinking water. The sustainable goals that will limit climate change include using less gas and coal as fuel, and cutting down fewer trees as these reduce the amount of carbon dioxide in the air. 5

The United Nations provides information that helps us to play our part in developing a sustainable world, such as this graphic that offers guidance for everyone:



From the United Nations Act Now website, accessed 16/01/2022

Vocabulary

COP26: UN Climate Change Conference, held in the Scottish city of Glasgow

Worksheet 3.1d Source 6 (Climate change)

Source 6

Germany gets it right

Germany has used **biomass technology** to produce energy for at least forty years. However, new developments have meant that a powerplant fuelled only by biomass has been used to provide all the energy needs of a fairly large town in Germany. This will mean that less polluting gas will be released into the atmosphere in that region.

This sounds like great news and provides an excellent model for other cities to follow. If this happens, other countries that use coal and gas to fuel power stations will reduce the extent to which they contribute to global warming.

Heard during a radio programme

Vocabulary

biomass technology: use of unwanted organic materials, such as food waste, instead of coal and gas to generate electricity

3.2 Describing a perspective

Assessment objective(s)
AO1

Lesson outcome
By the end of this unit, students will be able to describe a perspective from a source by identifying its elements.

Success criteria
- **Beginning:** Learners can identify what the perspective of a source is.
- **Developing:** Learners can describe elements of a perspective, using examples from the source.
- **Gaining confidence:** Learners can describe a wide range of elements of a perspective using frequent relevant material from a source.

Develops skills for
- **Written exam**

Resources
- **Student's Book:** pp. 108–111
- **Sources 2 and 6, Student's Book** pp. 99 and 102
- **Worksheets 3.1b, 3.1d and 2.4.1a**
- **Answers to Student's Book questions**

In this unit, students will learn how to 'describe' a perspective. This has a particular meaning and involves identifying its elements: the issue, its causes and consequences, the values of the writer, the actions recommended and the evidence and reasoning supporting the perspective.

Starting point

- **Q1** Start by reminding students that all photographs are taken for a reason, and say something about the photographer, the scene or maybe both. So: what issue may the photographer be wanting to shed light on? Students might pick up on this being a picture of girls working happily in a technology subject; it might suggest that active learning through discovery is an effective approach, or that teamwork can help problem-solving. (See **Worksheet 2.4.1a** on Analysing images)

Explore

- Remind students that while a perspective is a type of point of view, it also has to be supported with evidence and reasoning. Explain that when students are asked to *describe* a perspective from a source, they need to break it down into its 'elements': what is the **issue**; what are the **causes** of the issue; what are the **consequences** of the issue; what does it show to be the **values** of the writer or speaker; what **actions** are recommended and what **evidence and reasoning** support that perspective. Demonstrate what this means by working through the elements of the perspective from the speech. The elements are shown in the table on page 109 of the Student's Book.

- **Q2** Verbally rehearse the issue in Source 2 (**Worksheet 3.1b**). Push for precision. The issue is that the workforce that come to work in this restaurant are not work ready. Look for precision – causes: a focus on good results; consequences: learners have not focused as much on softer skills; consequences: staff have to train them; actions suggested: build some soft skills work into the curriculum; values: values good results/schools, but wants to not spend time on training; evidence: his child, his one restaurant; his reasoning: primary schools can, but secondary schools do so less.

- **Q3** Students write a full description, using their notes from their table as well as your rehearsed answers.

Develop

- **Q4** Encourage students to use the list of elements to identify what is missing. Is the issue clear? Maybe ask each pair of students to report on a sentence of the answer and to improve it, verbally.

Give extra support by working with a guided group to read the source using *Active reading strategies*, then write a guided response together. (See **Activity Bank**, *Guided writing*)

Apply

- **Q5** Students apply what they have learned to Climate change Source 6, which can be found on **Worksheet 3.1d**.

Reflective plenary

- **Q6** Encourage students not to be too accepting, but to be precise where they see omissions.

3.3 Justifying opinions with reasoning and evidence

Assessment objective(s)

AO1

Lesson outcome

By the end of this unit, students will be able to identify a perspective in a source and offer and justify own supported opinions on it.

Success criteria

- **Beginning:** Learners can assert an opinion.
- **Developing:** Learners can explain their opinion with some support and relevance to the issue identified.
- **Gaining confidence:** Learners can clearly explain their opinion in a way that is credible and related to the identified issue. They can provide a range of justifications.

Develops skills for

- **Written exam**

Resources

- **Student's Book:** pp. 112–115
- **Sources 1, 2, 5 and 6, Student's Book** pp. 98–103
- **Worksheets 3.1a, 3.1b, 3.1c, 3.1d**
- **Answers to Student's Book questions**

In this unit, students will learn to express opinions on an issue and justify these opinions using explanations that are clear, relevant to the issue identified in a source, and well supported.

Starting point

- **Q1** Start with a discussion of something school based, for example: Who would you ask about treatment for a badly cut leg, a teacher or the school nurse? This leads you into a discussion of the right person for comments on what subjects.

Explore

- **Q2** Read the practice question, then tell students you will start by identifying what the reasons identified in each source are. Students read the sources out loud slowly, and then look at the table in their Student's Book. Students complete the table by adding reasons from the sources. Ask them about the arguments that each source makes about the importance of education. (Sources 1 and 2 can also be found on **Worksheets 3.1a and 3.1b**.)

Develop

- The next stage is to decide which argument is best, and to support their opinion with *a range of justifications*. Work through the example answers as a demonstration, then set students to work in pairs on **Q3** to consider and note a range of justifications that could be given to support the reason suggested. After giving thinking time, ask students to offer a starting sentence: *I think the most important reason for education is…* and the beginnings of a justification. Help students by asking where in the source evidence can be found to back up their argument. Ask them to share answers aloud to the class, and open to the class for comment.

- **Q4** Students use the modelling to write up their answers.

Give extra support by verbally rehearsing answers with a small group, or working with them to produce a guided response to **Q4**. (See **Activity Bank**, *Guided writing*)

Give extra challenge by asking class members to add to or comment on answers as they are given.

Apply

- In the Apply section, students will be applying their understanding to Climate change Sources 5 and 6 (**Worksheets 3.1c** and **3.1d**). **Q5** is a practice question. Point out that for this question, students should select *one* action that they can justify as being most important. Remind them that there is support in the sources for their justifications.

Reflective plenary

- Advise students to be very clear about where they find things in an answer that could be improved.

- Once students have peer-assessed each other's work, you should collect in and read students' work, producing a sheet of combined feedback for the class and perhaps sharing extracts of the stronger answers.

3.4 Investigating the strengths and weaknesses of research

Assessment objective(s)

AO1

Lesson outcome

By the end of this unit, students will be able to evaluate the strengths and weaknesses of research methods for a purpose.

Success criteria

- **Beginning:** Learners can identify research methods used, and give limited reasons for how effective they would be.
- **Developing:** Learners can explain and evaluate the research methods and link this to the purpose of the research.
- **Gaining confidence:** Learners can give a wide range of evaluative points about strengths and weaknesses that are convincing and clearly related to the purpose of the research.

Develops skills for

- **Written exam**

Resources

- **Student's Book**: pp. 116–119
- **Sources 3 and 7, Student's Book** pp. 99 and 102
- **Worksheets 3.4a and 3.4b**
- **Answers to Student's Book questions**

In this unit, students consider the research methods described by a student in one of the sources, then identify and evaluate the strengths and weaknesses.

Starting point

- **Q1** Give pairs a couple of minutes to think, then share ideas as a class. Allow students to question the task.

Explore

- As there is quite a big block of text to read and digest, you may want to start by giving students a sense of the shape and content before they read in detail. Before they read, point them to the terms in bold and ask them what types of research is described, and what/if they know about each. You could either read through together, asking check questions or try out an *Active reading* activity or *Spider group* activity (See **Activity Bank**) using the information. Check what students understand. Then move on to **Q2** to see whether they can apply their understanding. Make sure they think about stratification, sample size and generalisation. Students might raise issues with this research task; encourage this if the points are valid, and maybe challenge them to come up with a more useful research task.

Develop

- You could start with the clean version of Source 3 and ask students to work in pairs to identify any strengths and weaknesses (found in full on **Worksheet 3.4a** and on page 99 of the Student's Book). They could then look at the annotated version on page 118 of the Student's Book to check their ideas. Take class feedback, then ask students to work in pairs on **Q3** to complete the grid by adding to the list of strengths and weaknesses.

- You may want to support **Q4** using shared writing, working together as a class. (See **Activity Bank**, *Shared writing*) You could start off with a sentence about the aims/purpose of the research and whether it's clear, then work through the table with students, perhaps looking first at strengths then at weaknesses. Students could finish off in pairs. The points made need to be reasoned, supported by the source and clearly related to the purpose of the research. Check that students give a wide range of evaluative points about strengths and weaknesses, that these are convincing and clearly related to the purpose.

Give extra support by verbally rehearsing answers in class, then working with small guided groups (See **Activity Bank**, *Guided writing or shared writing*) or individuals to write an answer to the practice questions.

Apply

- **Q5**, **Q6** In the Apply section, students will be applying their understanding to Climate change Source 7 (See **Worksheet 3.4b**). Gallery the work using *Gallery with three stars and a wish*. (See **Activity Bank**)

Reflective plenary

- **Q7** Students discuss research methods with partners.

Worksheet 3.4a Sources 3 and 4 (Education)

Source 3

A school student's research project

I wanted to find out about the purpose of education in today's world for our team project. To make a start, and taking notebook and pen, I decided to ask my teachers what they thought. This seemed a sensible start as they are experts, even though they may have a vested interest in the subject.

My head teacher said that it was about learning how to learn. Most teachers understand that teaching is about giving students the skills that they need for the future. Today's learners will be in a world of change, so facts matter less.

My Information Technology teacher said IT was about knowing how to find out information safely, and to recognise the threats of online communications.

My Engineering teacher said that engineering is all about problem-solving, and that the world needs problem-solvers to make national economies stronger. She said that Engineering brings together the skills of maths and science.

My form teacher said that education needs to make you able to take care of yourself, to look after yourself and know about foods and cooking as well as everything else.

From a school research project

Worksheet 3.4a Sources 3 and 4 (Education)

Source 4

A radio discussion about business and education

Edie and Pablo were heard in a radio discussion about how learners are taught about the world of business.

Edie

I have wanted to work in the world of fashion since I was young, so I would like to develop skills that will enable me to manage a fashion business. The fashion industry is really important internationally, and contributes to the national wealth of countries where clothes are made and sold.

How can I find out what the fashion industry does?

My Business Studies teacher in school is a really good teacher and his classes always get good exam results. We have analysed case studies from different types of businesses: from mining, to market stalls and from the creative industries.

He has taught me about how businesses have sections with different functions: Finance, Administration, Design and Development being some of them in the creative industries. You must be good at maths to work in the Finance department. I am good at art and design, so would suit a job designing fashion.

I have every confidence that I will achieve what I want to.

Pablo

I have wanted to own a business since I was young. Where I live there are all sorts of businesses. I take Business as a subject at school, but I can't say I enjoy learning from books.

Our school has a link with a local pottery manufacturer. Today we were introduced to the factory through a virtual tour. We saw what happens at the Reception desk. We went to the stores department to learn how **just in time ordering** is put into action and we were taught about how this saves money for the business. We went to the finance department and saw how software systems are used to do ordering and invoicing. We went to the pottery and saw how manufacturing software runs the processes that make cups and plates.

It has been agreed that I can do a work placement in the stores during my holiday. They will even pay me. I am excited about this because I will learn some practical skills that I will need to start my own business in the future. The pottery may even offer me a job when I leave school, if I do well while I am working there.

Vocabulary

just in time ordering: when a business buys materials for production at the time they are needed, instead of buying and storing materials for future use

Worksheet 3.4b Sources 7 and 8 (Climate change)

Source 7

A school student's research project

My job for our team was to find out about the things that people buy and how many are imported. The problem was, I did not know what is imported and what is produced here. So, I had a look at the internet.

I started by looking up factories that make cars and found that only one type of car is made here. I went out to the middle of town and did a car count. On a Saturday afternoon I found that 10% of the cars I counted were of the type that we manufacture.

I went to a supermarket and found that fruit and vegetables had a label with the country of origin on it. I listed them and went home to look at what we had in our house. I found that more than 50% of the fruit and vegetables that my family buys were grown locally.

My mum said that most people want to buy fruit and vegetables grown locally.

From a project, 2019

Source 8

A school debate about the value of air travel

Serena

'The house proposes that air travel is vital to our wellbeing. There are students in this class whose families live overseas. It is impossible to imagine only being able to see them once a year, as would be true without air travel. We need to be able to fly! Who has time to travel across the world by ship? Not us!

I live in a small country that cannot provide all the food that we need. How poor would life be if we could only have fruits that we could grow here? Imagine, no kiwi fruits, no strawberries or blueberries. And it is not only fruits we would have to do without. Think of the vegetables we could not have for more than half of the year. Wouldn't eating be boring?

Air freight is the quickest way of getting perishables to us – and of getting us home for holidays. Leave air travel alone.'

Qazi

'Air travel is killing our world. When an aircraft takes off it burns fuel, and **particulate matter** from the emissions are released into the air, along with carbon dioxide. This does huge damage to the atmosphere. Particulate pollution stops our lungs working properly, and makes it harder for us to get oxygen – just look how many of us suffer from asthma.

The metals used in the construction of aircraft and their engines are made using electricity from coal and gas. Extracting these fuels again releases particulates and carbon dioxide into the air. Slowly we are poisoning our world. It is not as though air travel is essential – all industries do some damage to the world, but some we need, such as brickmaking for building materials for our homes. We should remove industries that we do not need.'

Vocabulary

particulate matter: tiny solid or liquid particles found in the air, especially those produced when fuel is burned

3.5 Testing a claim

Assessment objective(s)
AO1

Lesson outcome
By the end of this unit, students will be able to design research to test a claim and justify their choices.

Success criteria
- **Beginning:** Learners can select some research methods to use.
- **Developing:** Learners can select a range of appropriate research methods and explain how they could be used to test the claim.
- **Gaining confidence:** Learners select a wide range of appropriate research methods and can provide a convincing explanation of how they could be used to test the claim.

Develops skills for
- **Written exam**

Resources
- **Student's Book:** pp. 120–123
- **Answers to Student's Book questions**

In this unit, students are asked to outline the research that they would carry out in order to test a claim that they are given to consider. They will need to be able to explain how and why they have chosen their range of research methods.

Starting point
- **Q1** Keep this discussion brisk and ask what sort of information you could get from each. While the newspaper is less expert, it might give an accessible overview, for example.

Explore
- Explain that this unit looks at how you might test a claim through appropriate research. Focus on the practice question and ask students which part of this question is the *claim*. You should check that students understand what the question is asking of them by key-wording it, questioning and checking this with the bullets below.

Develop
- **Q2a** Next ask students to work in pairs and come up with some initial ideas about what sort of research could be done to test this claim. Pool answers from the class and ask students to add to the table (**Q2b**). In **Q3**, students look at how the two examples explore the usefulness of two research methods. Ask students to consider all of the research from the table in this way, and decide which combined research methods would work best to test the claim. For **Q4**, tell students that they want an answer that gives an explanation of a wide range of methods and evidence, and that explains clearly how these meet the aims of the research. With this in mind, ask pairs, then groups to consider the effectiveness of this student answer.
- **Q5** Students use their chosen methods and evidence to write up their answers. Circulate and check that they are selecting a wide range of appropriate research methods and providing a convincing explanation of how they could be used to test the claim.

Give extra support by verbally rehearsing answers with a group and using *Guided writing*. (See **Activity Bank**)

Give extra challenge by asking class members to give feedback to each other on the range of methods/evidence suggested, and how clearly and effectively an answer explains how the aims would be met.

Apply
- **Q6** Support students to apply their learning to the practice question. Depending on how confident students are, you can give them more support using shared writing or more independence. Tour the class, asking students to discuss their work with you.

Reflective plenary
- **Q7, Q8** Students feed back on each other's answers. You could go back to the Starting point, ask students to frame a claim, then develop their initial ideas of how to test it. Gallery the work using *Gallery with three stars and a wish*. (See **Activity Bank**)

3.6 Evaluating arguments

Assessment objective(s)

AO1

Lesson outcome

By the end of this unit, students compare the effectiveness of two arguments and justify their judgement.

Success criteria

- **Beginning:** Learners can analyse aspects of the arguments with some reference to the source.
- **Developing:** Learners can analyse a range of aspects of both arguments, support with reference to the sources and make a clear judgement.
- **Gaining confidence:** Learners can analyse and evaluate a wide range of detailed points, comparing the arguments clearly, referring to the sources and coming to a clear justified judgement.

Develops skills for

- **Written exam**

Resources

- **Student's Book:** pp. 124–127
- **Sources 4 and 8, Student's Book** pp. 100 and 103
- **Worksheets 3.4a, 3.4b, 3.6**
- **Answers to Student's Book questions**

In this unit, students will compare two arguments. Based on careful analysis and evaluation, they will be able to form a reasoned judgement as to which is most convincing.

Starting point

- **Q1** Let students have a bit of fun with this but keep it pacy. **Q2** As they create their spider diagrams, circulate and check that they are picking up on reasons, evidence and clarity as well language and tone.

Explore

- Explain that students are going to compare two arguments from Source 4 on page 100 of the Student's Book (and **Worksheet 3.4a**). Tell them that the grid on pages 124–125 shows the features of each argument they need to consider, and the level of detail they need to look at. The features to consider are: what the argument is and how credible it is; how logical and convincing the reasoning is; how clearly and well expressed it is (language); what sort of evidence is provided in support and how relevant and useful it is; whether there is bias; any consequences it points to; what the values of the speaker/writer are and whether an audience might share them. The grid is completed for Edie's argument. You could work through this with the class, then ask students to complete the grid on **Worksheet 3.6** for **Q3** as a *Think–Pair–Share* activity. (See **Activity Bank**) Circulate and check students are clear.

Develop

- Read the practice question with students and ask them to identify key terms in pairs. Ensure that students know what the question is asking them to do before they consider the student's answer in **Q4**. Once students have considered the sample answer and annotations, discuss what makes a strong answer here. Though the sample is only a section of an answer, a strong answer will consider a range of aspects of each argument (the grid will give them this range), use/quote relevant material from the source, make explicit comparison of the arguments, and give detailed reasoned evaluation and a clearly supported judgement.

Apply

- **Q5** This practice question concerns two arguments from Source 8 (**Worksheet 3.4b**). Ask students to work in pairs to prepare their answer to the practice question using **Worksheet 3.6** to focus on a range of aspects of the arguments. You might want to model how to write up the answer through a shared piece of writing on the board, then ask students to complete their own piece. It would be useful to discuss how to structure their answers – brief intro; argument 1: strengths and weaknesses; argument 2: strengths and weaknesses; concluding judgement, for example. Or alternatively structure by themes in research or research methods used and compare them. Aim for at least four developed points in any answer. Make sure you feed back on all the writing that is produced.

Give extra support by using *Guided writing* (See **Activity Bank**) with less confident groups.

Give extra challenge using *Peer review with three stars and a wish*. (See **Activity Bank**)

Reflective plenary

- Students share their spider diagrams.

Worksheet 3.6 Comparing two arguments

Which argument is more convincing?	First argument	Second argument
Argument • What points are made? • Is the argument credible?		
Reasoning • Is it logical and are claims sensible and linked to the overall argument? • Is it well organised and structured? • Balance – does it acknowledge other viewpoints?		
Use of language • Is it clearly expressed and easy to follow? • What's the tone? Is it emotive, exaggerated, precise or measured?		
Evidence • Is there a range of evidence? • How relevant is it? • Is there enough evidence? Are sample sizes big enough? • Where does the evidence come from? (source) Is it expert? • How recent is it?		
Bias or vested interest • Is there likely to be bias? • Can you identify any vested interest?		
Consequences • What are the possible consequences of the ideas or actions presented in the argument?		
Values • How likely are other people to agree with this perspective/view?		

3.7 Developing lines of reasoning to support a course of action 1

Assessment objective(s)

AO1

Lesson outcome

By the end of this unit, students will be able to select a course of action to solve a problem and develop lines of reasoning, using source evaluation, to justify that selection.

Success criteria

- **Beginning:** Learners can select and use evidence to support a decision about a course of action.
- **Developing:** Learners can develop lines of reasoning to support decisions about their course of action.
- **Gaining confidence:** Learners can justify their judgement about an appropriate course of action, using a wide range of evidence to support sustained reasoning.

Develops skills for

- **Written exam**

Resources

- **Student's Book:** pp. 128–131
- **Sources 1–4, Student's Book** pp. 98–100
- **Worksheets 3.1a, 3.1b and 3.4a**
- **Answers to Student's Book questions**

In this unit, students will use all the work they have done on the sources, and their own knowledge, to decide on the best course of action for a particular purpose. They will need to justify their choice using reasoning and evidence.

Starting point

- **Q1** Keep this discussion quick and light. You want students to take away the understanding that when deciding on the best course of action, they need to consider the alternatives, and the arguments and evidence for each.

Explore

- This part of the lesson is all about deciding on the best course of action by considering the relevant arguments and evidence from the sources they have looked at already and/or their own ideas. You will need to give students time to digest the practice question. Maybe ask them to read through in pairs and then ask them to check questions: What is the aim here – what does the government want, in this case? What are the three courses of action being considered? How many will you need to choose? **Q2** This question gives students a structure and shows them how to prepare systematically to respond. This preparation will help students to come to a well-supported judgement on the best course of action. You could do this as a *Think–Pair–Share* activity (See **Activity Bank**), where students complete the grid. Circulate and check how students are using the evidence to begin to form a judgement.

- **Q3** Point out that students need to consider the impact an action might have, as well as how much it might cost, how practical it might be, and any potential barriers. Make sure students understand that there isn't one correct course of action; what matters is the reasoning. Ask students to volunteer their first opinions on the best course of action and question them about their reasons – both from the evidence of the sources and other independent reasons.

Develop

- **Q4** Ask students to read the sample and identify whether it refers to the overarching aims as set out in the question; Which of the three options is selected? Is this clear? Next, ask the students to consider what makes a strong answer as you read the sample answer again. You could do this as a shared class reading, picking up on the annotations and asking for comments on the way. Summarise the characteristics of a strong answer, using the Checklist at the bottom of page 131 to make sure you have covered everything. You could ask students to create a *Poster* summing up the characteristics (See **Activity Bank**), or do this as a Reflective plenary at the end of the unit. When you check their work, you are looking for at least four developed arguments appropriate to the question and the selected option.

Apply

- **Q5** Students choose their best course of action and write their responses, using their grid and the Checklist.

Give extra support by grouping students and guiding a less confident group. (See **Activity Bank**, *Guided Writing*)

Give extra challenge by asking class members to annotate their answer using the pointers from the Checklist, then display it with the posters they create for the Gallery.

3.8 Developing lines of reasoning to support a course of action 2

Assessment objective(s)

AO1

Lesson outcome

By the end of this unit, students will be able to select a course of action to solve a problem and develop lines of reasoning, using source evaluation, to justify that selection.

Success criteria

- **Beginning:** Learners can select and use evidence to support a decision about a course of action.
- **Developing:** Learners can develop lines of reasoning to support decisions about their course of action.
- **Gaining confidence:** Learners can justify their judgement about an appropriate course of action, using a wide range of evidence to support sustained reasoning.

Develops skills for

- **Written exam**

Resources

- **Student's Book:** pp. 132–133
- **Sources 5–8, Student's Book** pp. 101–103
- **Worksheets 3.1c, 3.1d and 3.4b**
- **Answers to Student's Book questions**

This is the second of two units on lines of reasoning; this one uses the Climate change sources. In this unit, students will use all the work they have completed on the sources, and their own knowledge, to decide on the best course of action for a particular purpose. They will need to justify their choice using reasoning and evidence.

Starting point

- **Q1** Explain that students will be taking on another practice question similar to the one they worked on in the previous unit, but this time, they will be working more independently. Once students have key-worded the question, check they have understood the aim of the policy group, what the options are and how many they will have to choose (one).

Explore

- **Q2** You might want to organise students into groups according to how confidently they completed their written response at the end of Unit 3.7. Circulate to check students are collecting evidence for each option, and remind them that they can add their own ideas. Check that they consider the likely impact of each option in reducing emissions, how likely each option is to succeed, the cost, practicality and how long it will take to make an impact. *Think–Pair–Share* (See **Activity Bank**).

Give extra support by rehearsing the thinking process for Option 1, then organising pairs or groups to support all students' needs, using *Think–Pair–Share* (See **Activity Bank**).

Give extra challenge by asking students to add their own ideas to those in the sources.

- Ask a confident student to volunteer which option they have chosen, and question them about their reasons and evidence, asking others to add more ideas in support. Then repeat, this time supporting a different option. Students should use the discussion and their grids to plan their answer.

Apply

- **Q3** Students plan and write the answer. When you check their work, look for at least four developed arguments appropriate to the question and the selected option.

Give extra support by rehearsing the thinking processes or grouping students as they plan.

Reflective plenary

- **Q4** As this type of question is demanding, check that students have understood what makes a good answer and that they receive some feedback as to what to improve next time.