

Collins

Cambridge IGCSE™

Global Perspectives

STUDENT'S BOOK

Also for Cambridge O Level



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Section 3: Developing skills for the written exam

3

In this section, you will continue to build your analytical and evaluative skills. You will be provided with a range of source texts around a particular issue, and you will look at the evidence these sources provide and how effectively they argue for the perspectives they present. You will test the claims they make, then use your understanding of the issue and the sources to argue for a course of action to help to improve or solve the problem.

You will be provided with two sets of source texts: one on the topic of 'Education for all'; and one on the topic of 'Climate change, energy and resources'.

Example answers to practice questions have been included throughout the chapter for you to assess, learn from

and improve. These answers have been written by our authors.

You will be developing the following skills:

- 3.0 Reading sources
- 3.1 Identifying and explaining information
- 3.2 Describing a perspective
- 3.3 Justifying opinions with reasoning and evidence
- 3.4 Investigating the strengths and weaknesses of research
- 3.5 Testing a claim
- 3.6 Evaluating arguments
- 3.7 Developing lines of reasoning to support a course of action 1
- 3.8 Developing lines of reasoning to support a course of action 2.

Reading sources

Education sources

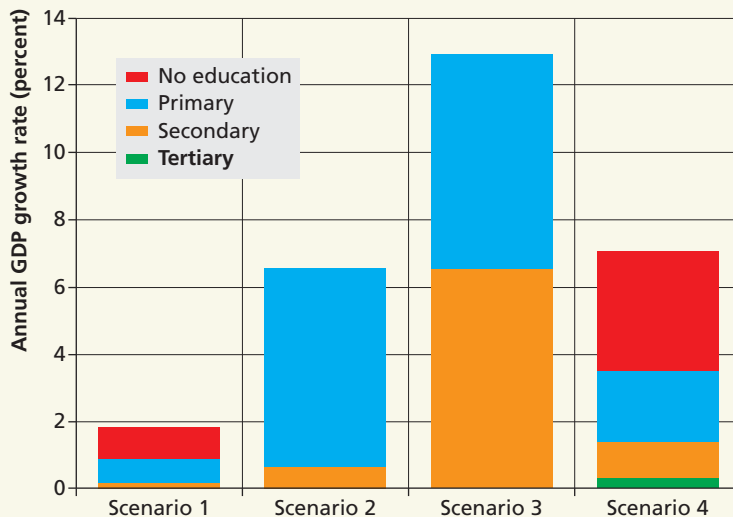
These are the sources you'll use for the topic: Education for all.

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. 5

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. 10
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. 15



From *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

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. 5

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. 10

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? 15

Extract from a feature about education written by a restaurant owner

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. 5

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. 10

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. 15

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

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. 5

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. 10

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. 15

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

Pablo 20

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. 25 30

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. 35

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

Climate change sources

These are the sources you'll use for the topic: Climate change, energy and resources.

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:

Our **lifestyles** have a profound impact on our planet. Our choices matter. Around two-thirds of global greenhouse gas emissions are linked to private households. The energy, food, and transport sectors each contribute about 20 per cent of lifestyle emissions. From the electricity we use, to the food we eat and the way we travel, we can make a difference.



Save energy at home



Walk, bike, or take public transport



Eat more vegetables



Consider your travel



Throw away less food



Reduce, reuse, repair, recycle



Change your home's source of energy



Switch to an electric vehicle



Choose eco-friendly products



Speak up

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

Vocabulary

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

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 5 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. 10

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

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 5 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 10 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 15 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! 5
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. 10
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 20
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 25
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

Identifying and explaining information

Skills focus

- ✓ Researching, analysing and evaluating information

Objective

- To locate and select information from sources
- To explain reasons for your answers

How can I identify and explain information from sources?

Starting point

- 1 In pairs discuss: What is a fact? Do facts always remain the same? Why – or why not?

When you are studying a topic for Global Perspectives, you will often be given data sources like graphs or tables, and be asked to extract information from them, and explain what they show.

Explore

You are going to be looking at a source that will provide information about the relationship between education and a country's wealth. When you first read a source, you need to look at all parts of it carefully.

- Look at what the heading shows the chart or graph to be about.
- Study the axes to work out what the pattern shows.
- Remember to read all the information around the chart or graph as every part of what you are given will be important when you look for answers to questions.

Activity: Reading and understanding a statistical source

Look at the graph from Source 1 on page 98.

- 2 a Which part of the source gives you a measure of national wealth?
 - b Which part of the source gives you patterns of educational provision?
 - c What does the light blue shading mean?



Activity: Interpreting a data source

- 3 Now look more closely. Work with a partner to answer these questions. For each question, record which part(s) of the source gives you the necessary information.
- What is this source about?
 - What measure of national wealth is used?
 - What does the red area show?
 - Which scenario of educational provision leads to the lowest annual GDP rates?
 - What is the difference between scenarios 2 and 4?
 - What is the difference between scenarios 2 and 3?
 - What does the source tell you about how important primary education is?
 - What does the source tell you about how important secondary education is?

Develop

Now you've studied the source thoroughly, look at these practice questions.

Questions on a source may ask for one detail or one **fact**. Or they may ask you to compare two elements in the data. Take care to check what you are being asked to do. You might be asked to identify elements such as an **opinion**, an example of **bias** or **vested interest**, a **prediction** or a **value judgment**.

Practice questions

- Study Source 1 on page 98.
 - According to Source 1, how many children of primary age were not receiving formal education in 2018? [1]
 - (i) Identify a fact that is given about the United Nations. [1]
 - (ii) Explain why the example you have given is a fact. [2]

It is important to read the question stems carefully in short answer questions, to find out what you are being asked for. For example:

According to Source 1 means that you should not give your own opinion here.

Identify means that you should just find and state a piece of information, in this case a fact, from the source.

Explain why asks you to give reasons for your answer.

Activity: Answering questions with clarity

- 4 Identify the question stems in the practice questions above. Then try answering the questions yourself.

Key terms

fact: something that is known or can be proved to be true

opinion: a view or judgement formed about something, not based on fact or knowledge

bias: unfairly prejudiced for or against something or someone (for example, in Source 8, Serena wants to visit family overseas during holidays and this colours her view of the damage done by aircraft)

vested interest: a personal reason for involvement in an undertaking or situation, especially expecting financial or some other gain (for example, in Source 4, Pablo praises a visit to the factory that has offered him a job)

prediction: what someone thinks will happen in the future (for example, in Source 4, Edie says she 'would suit a job designing fashion')

value judgement: an assessment of something as good or bad in terms of someone's standards or priorities (for example, in Source 4, Edie says, 'My Business Studies teacher in school is a really good teacher')

Activity: Analysing answers

Complete activities 4 and 5 first working independently, then sharing in pairs, then groups, refining your explanations as you hear from others.

- 5 a Which of the following sample answers to **practice question (b) (i)** on the previous page do you think is better? Suggest reasons why.

Answer 1: *A fact in Source 1 is that the UN has sustainability goals.*

Answer 2: *A fact is the United Nations has a sustainable development goal for equal access globally to primary and secondary education by 2030.*

- b Which of the following sample answers to **practice question (b) (ii)** on the previous page do you think is better? You are looking for an answer that explains what a fact is, using the example the student gave.

Answer 1: *This is a fact because I know it is what the UN aims for.*

Answer 2: *This is a fact because you can check online that the UN has sustainability goals about access to primary and secondary education. You can also check the target date, that equal access should be achieved by 2030.*



Apply

Working with sources from the topic: Climate change, energy and resources

Now that you have analysed a statistical source on the topic of Education for all, you will be able to apply your skills to a different set of sources. This time, you'll be looking at the topic of Climate change, energy and resources.

Final task

Identifying and explaining information from different sources

6 Go to Sources 5 and 6 on pages 101–103. Source 5 is concerned with COP26 and UN guidance on how everyone can play their part in developing a sustainable world. Source 6 is about providing power for homes using biomass technology.

Read the sources fully before you answer these practice questions.

Practice questions

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]

Reflective plenary

7 In pairs, discuss whether you found it difficult to avoid giving your own views in response to the practice questions in this unit.



Describing a perspective

Skills focus

- ✓ Researching, analysing and evaluating information

Objective

- To identify, analyse and describe a perspective

How can I describe a perspective?

Starting point



- In pairs, look at this picture and discuss what you think it might suggest about education. Who is in the picture? How is the learning taking place? What do you think the girls are studying? What is the role of the learner? Is there an overall message the picture gives you?
 - What is your viewpoint on these ideas?
If you explain your viewpoint, support it with reasons and provide evidence, your viewpoint becomes a **perspective**.

In this unit, you will be focusing on describing perspectives that you identify in various sources. (See Section 2, Unit 1 if you need a reminder.)

Explore

You are going to be looking at Source 2 on page 99 in some detail, to identify, **analyse** and **describe** the writer's perspective on the purpose of education.

When you're describing perspective from a source, you need to describe its elements:

- identify the **issue**
- identify the causes of the issue
- identify consequences of the issue

Key terms

perspective: a viewpoint on an issue based on evidence and reasoning

analyse: examine in detail to show meaning, identify elements and the relationship between them

describe: state the main points, characteristics and features

issue: an important subject or problem for discussion

- identify the values of the writer or speaker
- identify actions that are recommended
- identify the **evidence** and reasoning that would support that perspective.

Let's start by looking at the speech below.

Fewer than 10% of our best female brains are taking on advanced level study in science, technology, engineering and maths. When asked why, most considered these subjects to be hard and boring. Partly it may also be because careers in science and engineering are not glamorous and are male-dominated. This has meant that many of our most able are not focused on the careers that make other countries wealthy. What can be done about it? We must ensure that the resources and equipment used in our schools for teaching maths, science, technology and engineering are up-to-date and that girls actually use them. We must also ensure girls are introduced to female role models in STEM careers.

Key terms

evidence: information about a global issue that helps to develop understanding or prove that something is true or false

Describing a perspective by identifying its elements:

Describing the perspective	
Elements of the perspective	
the issue	that the most able girls are not choosing to study maths, science, technology and engineering
two causes are found	the girls asked find maths and science hard and boring in school; STEM careers are not seen as glamorous and jobs are usually done by men
there is one consequence	able girls not going into those careers damages the country's economic potential
three actions are suggested	put up-to-date equipment into schools; make sure girls use the equipment and resources; give girls female role models in STEM jobs
the values of the speaker	that STEM careers are suitable for all capable young people
evidence used	statistics; opinions of girls
reasoning used	changing how subjects are taught can make more able girls want to study maths, science, technology and engineering, and this will help to make our country wealthy

Activity: Planning to describe a perspective

2 Read the practice question below.

Practice questions

1 Study Source 2.

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

Complete the table to identify elements of the perspective from Source 2 on page 99.

Describing a perspective	
Elements of the perspective	
the issue	
cause(s)	
consequence(s)	
actions suggested	
the values of the speaker	
evidence used	
reasoning used	

Activity: Describing a perspective

3 Now use your notes to answer the practice question. Think on your own, then discuss with your partner. Write your answer.



Develop

Activity: Reviewing descriptions

Have a look at this sample answer that Chyou, a student, wrote.

The issue is that learners are not leaving school with the skills they need for work. This is caused by schools focusing on results. For the restaurant owner, the consequence is that he/she has to spend time, and therefore money, on staff training. He/she is suggesting that secondary schools build on the good work of primary schools in developing teamwork and problem-solving skills. However, he/she is mostly speaking as a restaurant owner, with some bias in his/her views. The evidence is from what he/she has to do to train staff, and is subjective. However, he/she does state that he/she understands schools' focus on exam results. He/she does reason that there may be space at school for these skills to be developed more.

- 4 With a partner, look at what the strengths of this sample answer are. Has Chyou identified all the elements of a perspective? With this new understanding, try improving your own answer.

Apply your skills to the topic: Climate change, energy and resources

Consider the second topic that we are covering, Climate change, energy and resources, and read this practice question.

Practice questions

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



Final task

- 5 a Read Source 6 on page 102 carefully, picking out elements of a perspective and the evidence that helps you to describe it. Complete a grid like the one on page 110 to help you to identify elements of the perspective.
b Now write your response to the practice question.

Reflective plenary

- 6 Share your answer with a partner.

Have you:

- identified the elements of a perspective, as identified in the table?
- included phrases from the source to evidence your description?

Justifying opinions with reasoning and evidence

How can I analyse arguments and evidence to justify my opinion?

Starting point

- 1 Discuss this question in pairs: Does it make any difference if one source was written by the UN and another source was written by a restaurant owner?



You will have opinions on many topics, from the purpose of education to whether you should buy fast fashion. While your opinions cannot be wrong, there is a difference between opinions that are just asserted without explanation or evidence, and those that are justified and supported. Understanding why opinions are held is important; explaining why they are held is even more important.

In this unit, you will be focusing on giving your opinion on perspectives presented in different sources. You will need to **explain** your opinion and justify it with relevant reasons.

Explore

Read this practice question, which asks for you to explain your opinion.

Practice questions

- 1 Study Sources 1 and 2.

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

[8]

Skills focus

- ✓ Researching, analysing and evaluating information
- ✓ Developing and justifying a line of reasoning

Objective

- To identify elements of a perspective from a source
- To offer and justify your own opinions on it

Key terms

explain: say why you think this and support with relevant evidence

Activity: Checking on the evidence in preparation for answering a question

Read the sample practice question above and the planning grid below. You're going to be extracting key points from Sources 1 and 2 that provide opinions about the importance of education.

2 Work with a partner. Read the sources and complete the points in the table.

Source 1	Source 2
Education must be important because most systems include it	Education is important because it introduces problem-solving skills
	Education is important because it introduces...
Education is important because countries with the highest rates of GDP have compulsory education	Education is important because of the qualifications learners achieve
Education is important because the UN has a goal that...	Education is important because...



Develop

The next stage is to examine the arguments and evidence to arrive at your opinion as to which reason is the most important. There isn't a 'right answer'. What is important is that your opinion is clearly explained and justified, with evidence from the sources. It should be credible and clearly related to the issue.

Here is an example of one student's thought processes:

I think the most important reason is: *education improves the economy.*

My justifications: *it has the greatest effect on the greatest number of people (Source 1), is measurable in its effects (Source 1); data supporting this is backed up by expert opinion (Source 2), so reliable.*

Here, *one* reason why education is selected and the student's view that this is the most important reason is supported with a *good range of justifications*. This makes for a strong sample answer.

Section 3 . Unit 3

Here is another sample answer:

I think a most important reason is to bring equality to the world. I believe this because of what Source 1 shows me, that without access to education, children have limited choices about their futures. For nearly 60 million children in the world to face this in the 21st century is shocking. Source 2 supports this by showing how difficult it is to gain work without the skills education brings.

Activity: Justifying reasons

3 One student has chosen the following reason as the most important for education:

I think that the most important reason for education is to give us the skills that matter throughout working life.

Work in pairs to identify a range of relevant justifications.

4 Now write your own answer to the practice question. State your opinion and provide a range of relevant justifications.



Apply

Now it is time to consider the second topic that we are covering, Climate change, energy and and resources. Read Sources 5 and 6 on pages 101–102 carefully, then look at the following practice question.

Practice questions

1 Study Sources 5 and 6.

(d) Sources 5 and 6 suggest actions that can reduce climate change.

Which action do you think is most significant?

[8]

Final task

5 Plan and answer the practice question.

Checklist for success

- ✓ Read both sources, noting the actions that aim to reduce climate change.
- ✓ Consider which of the actions you think is most significant in reducing climate change.
- ✓ List your justifications for thinking that this chosen action is most significant. You might want to consider factors such as:
 - how quickly change would come about
 - how much it would cost
 - how difficult it would be to make this a worldwide answer
 - how great an impact the change would have on climate change.
- ✓ Express your opinion, linking evidence from the sources to reasoning that explains why this is most significant to climate change.

Reflective plenary

- 6 Share your answer with a partner. Ask your partner to identify where you have:
- made it clear that you are explaining the significance of *one* action
 - explain what the action is
 - provided a range of relevant justifications for your opinion.



Investigating the strengths and weaknesses of research

Skills focus

- ✓ Researching, analysing and evaluating information

Objective

- To identify and explain the strengths and weaknesses of research

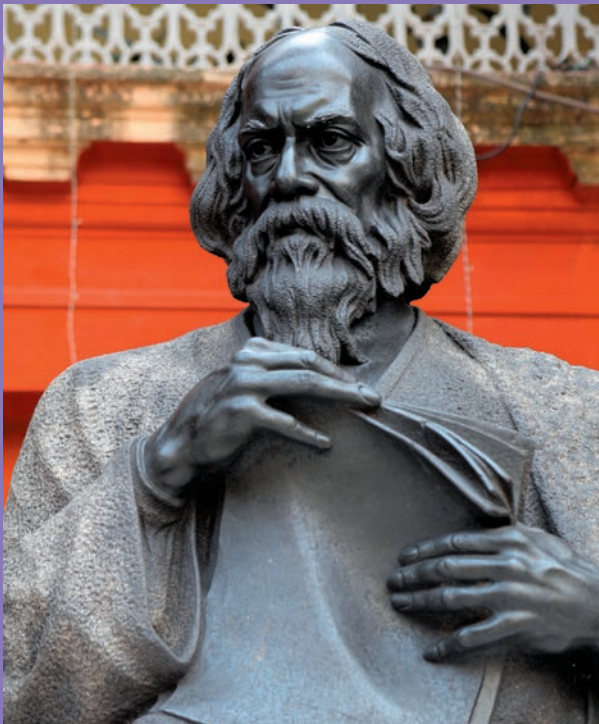
How do I evaluate the strengths and weaknesses of research?

Starting point

1 In pairs, consider this scenario.

You have been set a task at school. You have to find out about what people of different ages know and understand about the art of Rabindranath Tagore. You think your brother, who has some interest in art, will know so you ask him. His answer is that he thought Tagore was well known for his poems, not art. You write as an answer that 'even people interested in art do not know about Rabindranath Tagore's art'.

What problems are there with this piece of research?



Explore

When you are studying Global Perspectives, you may be asked to analyse and evaluate a piece of research, consider how effectively it has been conducted, and whether it achieves what it aimed to do.

Activity: Considering research methods that suit your aim

- 2 Read through the guidance below on conducting your own research. Think about how you could use this information to decide on a better way to conduct the research task about Tagore's art. Discuss in pairs what you would do.

Research methods

You can choose to carry out *primary research*, which means obtaining information that has not been available before. Methods include interviews, questionnaires and observation.

- In *interviews* the interviewer asks an interviewee a number of questions, often face-to-face or live. Interviews tend to be used with smaller groups to gather more in-depth information. There are two main types of interview: structured interviews and unstructured interviews.
- In *structured interviews* you use prepared questions that all interviewees answer in the same order. This makes analysis easier.
- *Unstructured interviews* are usually the least reliable from a research viewpoint, because no questions are prepared. Comparison of answers is difficult, making it harder to reach a conclusion. They might be useful early on in the process of research, to get a feel for an issue.
- A **survey** is a process that is used to collect information from a group of people. Sometimes, this chosen group will be given a **questionnaire** – a pre-determined set of questions that all participants respond to. The information is then analysed as a part of the survey.
- Sometimes you will want to conduct a survey using a *random sample* of people to avoid bias. On other occasions, you might want to use a *stratified sample* that will target particular groups. If you want to find out about different attitudes between 14-year-olds at your school, and people over 30, then those are the strata, or smaller groups, you could ask.
- If you want to know what a number of people think about the same question, then a survey is useful. If you survey a small number of people, you should make sure that your answers fit in with larger surveys by carrying out a check using online sources. This is called **triangulating** your results.

You can also choose to conduct *secondary research*, where you research from sources that already exist – from books, journals or online – to find information, perspectives and evidence on your subject of research.

Which research methods should you use? That depends on what you want to find out. If you want to know about a person's job or to investigate a question in detail, then you need to interview them. If you want to find out what a lot of people think, then a survey will be useful.

Key terms

survey: the process of collecting, analysing and interpreting data from a group of people

questionnaire: the term used to describe the set of questions you ask an individual

triangulating: using different data collection methods to check that your findings are correct

Develop

Read the annotated extract from Source 3 on page 99.

From 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 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

- You are looking for a range of ages and interests in education. Is that what you see?
- Experts in education – so are they appropriate to be included in the research?
- Primary research. Is there evidence of the interview questions?
- She has asked the head teacher, a person who could be expected to have a wider view of the purpose of education. Is this enough to give a wider view of society?
- Would a form teacher have a different view of the purpose of education?
- Is there any triangulation of findings using secondary sources? Should there be?
- Do all the answers focus on the purpose of education? Do school staff represent a stratum of society that can be used to investigate 'today's world'? Is one stratum enough to answer this research question?

Activity: Evaluating the strengths and weaknesses of a piece of research

3 Complete the table by adding further strengths and weaknesses.

Strengths of Sadie's research	Weaknesses of Sadie's research
It is primary research, so Sadie has gone to experts to ask their views.	Sadie has not told us what questions were asked, but she has clearly focused on the purpose of education, as in the task.
All the answers show that Sadie focused on the purpose of education. She used a structured interview, however limited it was.	The question phrase 'in today's world' is looking for more than teachers' views. <i>Which groups of people could she have asked? What sort of a sample would have suited this?</i>
Sadie didn't just ask her subject teachers. <i>How did she make her research better by asking the head teacher and the form tutor?</i>	There is no secondary research to support or contradict these findings. There are journals about education that would carry perspectives on this topic. <i>Where and how could she have accessed these?</i>
She takes notes.	We don't know that she has told her interviewees about why she is asking these questions.
She has started off with an activity that is safe.	Teachers have a vested interest in the answers.

Activity: Analysing a piece of research

4 a Now use your notes to write an answer to the following practice question. You will need to go back to the complete version of Source 3 on page 99.

Practice questions

2 Study Source 3.

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

b Share your work with a partner, and ask them to check whether:

- you have explained both strengths and weaknesses
- the strengths and weaknesses are related to the aims of the research
- you have used the source to support your statements.

Apply**Final task**

5 Work with a partner to plan and respond to the following practice question. You will need to use Source 7 on page 102.

Practice questions

2 Study Source 7.

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

6 Exchange answers with your partner and provide feedback.

Checklist for success

- ✓ Start by highlighting the focus of the research.
- ✓ Produce a table of the strengths and weaknesses and the evidence you have found.
- ✓ Explain both strengths and weaknesses.
- ✓ Use elements from the source to support your statements.

Reflective plenary

- 7 Discuss with a partner what you have learned about research methods.

Testing a claim

How do I test a claim that is made in an argument?

You have investigated a piece of research and found out its strengths and weaknesses. Now, it is time for you to plan a piece of research.

Skills focus

- ✓ Researching, analysing and evaluating information

Objective

- To design research to test a claim
- To justify the choices made in designing research

Starting point

1 In pairs, discuss your answer to this question, and the reasons for your answer.

If you wanted to find out how close we are to travel that puts ordinary people on the Moon, which source below would be more useful? How else could you investigate this issue?

Source A: A newspaper article about what very wealthy people are doing now

Source B: A journal from scientists about current research into space travel



Explore

Testing a **claim** involves designing a piece of focused research. Look at the following practice question.

Practice questions

2 (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]

Key terms

claim: a statement or assertion made about an issue

Note that the question gives you some guidance. You must consider:

- research methods you might use
- appropriate sources of evidence
- the types of evidence each method or source will give you
- the actions you would take and why you would take them
- how each part of your plan would help you to test the claim.

Develop

Activity: Planning research

- 2 a Work with a partner to come up with some initial ideas of how you would test the claim in the practice question above.
- b Now consider whether the following research methods and types of evidence could help you to test that claim.

Research method	The source of the evidence	Type of evidence	What would you learn from it? How reliable would your findings be?
Interviews	Teachers Parents Local businesspeople	Individual testimony/ qualitative data	You would need to keep data from each group separate – why?
Observing others (e.g. teachers)	Teachers and learners	Primary research data	Small scale, so would need to be triangulated.
Secondary research (from journals, books or websites)	Recent and international studies	Case studies Large scale studies Information from organisation interested in teaching	Interesting to compare to your primary research findings.
Questionnaires	Teachers Learners	Primary research data	Need to keep results separate. Interesting to compare.
Surveys	All teachers at school	Statistical evidence/ quantitative data	Gives a lot of information that can be used to check interview and observation findings.
Case studies	Teachers From journals	Qualitative data	This is the same as for secondary research.

Activity: Developing a research plan

- 3 With a partner, use the information in the table above to decide what methods you would use and how they could help you to reach an answer to the question. Two examples are given on the following page.

Key terms

qualitative data: views, ideas, experiences that add quality to a research report

observing others: this is a technique in which the researcher observes their subjects in a natural setting, without interfering; it can be a good introductory way of gathering information, but is open to the observer's bias, so needs triangulating

quantitative data: involving or relating to considerations of amount or size; giving figures that can be compared

Research method 1

A questionnaire to teachers in school

Reason: Primary research would give me information from experts that I could analyse to find out how much of their planning and teaching is focused on developing skills in learners to prepare them for future study or work. I could compare my findings to large-scale studies into the experience of teachers in schools.

Research method 2

A review of secondary research findings

Reason: In my primary research, I can only ask teachers in my school, in this country. This secondary research would give me information from other countries, and I could use it to triangulate my primary research findings. This would help me to answer the question because it would tell me if other countries had prioritised the skills that their learners need for the future.

Here is a sample answer to the question.

To test the claim that 'Most teachers understand that teaching is about giving students the skills that they need for the future', I would begin by asking teachers in my school what they think is the purpose of teaching. This sample population is best able to provide some data on the subject. **To do this, I would first interview** some teachers to get their personal views about what they think their role is mainly about. **Because interviewing allows for investigative questioning, this would give me qualitative data** to use in my research paper about **whether teaching is mainly about giving us skills for the future.**

However, because I might have chosen to interview people with unusual views, I would also write a questionnaire and survey all teachers in my school. **This would give me quantitative data to use to triangulate my interview findings.**

So far, I have limited my investigations to one school, and this may not be appropriate when the test is about 'Most teachers'. So, to correct this gap, **I would carry out an online search to see if research has been carried out into what teachers see as their main purpose.** I would look for recently carried out research, and **research that brought the views of large numbers of teachers from different countries, as attitudes from different countries may differ about what teaching is for.** This would confirm or challenge what my school offers as an answer **about whether 'Most teachers understand teaching is about giving students the skills that they need for the future.'**

- selects a method
- the evidence it provides
- linking back to the question
- issues with the first method and an explanation of the second method selected
- the evidence this would provide
- weaknesses so far, and the reason for another research method
- third research method
- the evidence this would provide
- brings it back to the question

Activity: Evaluating and improving an answer

4 Read the exemplar answer above. Look at it with a partner and analyse it to identify its strengths and weaknesses. Use the annotations provided to help you.

5 Now write your own answer to the practice question. Remember to reference the question at each part of your answer:

I could do... because this would give me information about...
This would help me to answer the question because...

Apply**Final task**

6 Now that you are clear about designing effective research, apply your learning to the second topic of Climate change, energy and resources. Plan and answer the following practice question, based on a statement taken from Source 7 on page 102.

Practice questions

2 (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]

Checklist for success

Remember to write about:

- ✓ the research methods and sources you might use
- ✓ the types of evidence these will provide
- ✓ the actions you would take and why you would take them
- ✓ how each part of your research plan would help you to test the claim.

Reflective plenary

- 7 Work with a partner. Exchange answers and give each other feedback.
- 8 Revisit your Starting point activity. Which research methods would you now use to find an answer?

Evaluating arguments

How do I compare the effectiveness of two arguments?

Starting point

- 1 In groups of four, take a one-minute challenge. One of you should argue *for* the statement 'frogs are more useful than cats', and one of you *against*. The other two listen. Have a vote on who was more convincing.
- 2 In pairs, create a spider diagram of features that made the arguments in activity 1 convincing. Think about the language used, evidence, reasoning and anything else you noticed.

Explore

In Global Perspectives, you may be asked to evaluate two **arguments** and decide which is more convincing.

You're going to begin by comparing the two arguments from Source 4 on page 100, using the following grid to guide your evaluation.

Skills focus

- ✓ Researching, analysing and evaluating information
- ✓ Developing and justifying a line of reasoning

Objective

- To learn how to evaluate an argument
- To understand how to justify your judgement



Which argument is more convincing?	Edie's argument (with quotations, where helpful)
<p>Argument</p> <ul style="list-style-type: none"> • What points are made? • Is the argument credible? 	<p><i>She argues that Business Studies is based on real businesses through the use of case studies and that it is an academic subject that is relevant to future work.</i></p> <p><i>She argues that she can find out about the fashion industry that she wants to work in through her business studies lessons at school.</i></p> <p><i>Points:</i></p> <ul style="list-style-type: none"> • <i>fashion industry important nationally and internationally</i> • <i>teacher is good and has taught about different types of business and their functions, giving her an understanding and a sense of how she could fit in.</i> <p><i>Credible – within her experience, but she doesn't have external comparisons.</i></p> <p><i>Her statements reflect what others would expect from a Business Studies course.</i></p>



Key terms

argument: a series of statements containing reasons and evidence which support a claim about a global issue

Which argument is more convincing?	Edie's argument (with quotations, where helpful)
<p>Reasoning</p> <ul style="list-style-type: none"> • Is it logical and are her claims sensible and linked to the overall argument? • Is it well organised and structured? • Balance – does it acknowledge other viewpoints? 	<p><i>Her argument is that Business Studies is an academic subject that teaches about a range of businesses and how they are organised. She is arguing that learning from case studies is a way of learning from businesses.</i></p> <p><i>The argument is sensible because students could not possibly visit all types of industries to learn from them. She evidences what she has learned clearly, showing the range of industries she has learned about and that they share many features in their organisation.</i></p> <p><i>The structure could be improved to state her argument clearly at the start.</i></p> <p><i>The argument is logical, going from industries to departments in the fashion industry.</i></p> <p><i>Her claims are sensible, showing how case studies from businesses help her to learn. She did not show us that the case studies are recent ones. Other viewpoints aren't looked into.</i></p>
<p>Use of language</p> <ul style="list-style-type: none"> • Is it clearly expressed and easy to follow? • What's the tone? Is it emotive, exaggerated, precise or measured? 	<p><i>The tone is fairly neutral, but with an element of excitement and an emphatic tone: 'My Business Studies teacher in school is a really good teacher'; 'I have every confidence...'</i></p> <p><i>The expression is generally clear, though not precise: 'good teacher'; 'good exam results'.</i></p> <p><i>There is no exaggeration.</i></p>
<p>Evidence</p> <ul style="list-style-type: none"> • 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? 	<p><i>The range of evidence is limited and personal.</i></p> <p><i>What she describes is well explained and supported: 'analysed case studies from different types of businesses: from mining, to market stalls and from the creative industries.'</i></p> <p><i>The evidence is relevant, and recent.</i></p>
<p>Bias or vested interest</p> <ul style="list-style-type: none"> • Is there likely to be bias? • Can you identify any vested interest? 	<p><i>No</i></p>
<p>Consequences</p> <ul style="list-style-type: none"> • What are the possible consequences of the ideas or actions presented in the argument? 	<p><i>Families and young people listening might be persuaded that Business Studies is a relevant and appropriate course for their children.</i></p>
<p>Values</p> <ul style="list-style-type: none"> • How likely are other people to agree with this perspective/view? 	<p><i>Adults might remember taking courses like this and would agree with the description of its usefulness.</i></p> <p><i>Teachers would agree that academic teaching of business is useful.</i></p>

Activity: Planning to evaluate two arguments

- 3 Read Edie's and Pablo's contributions to the radio show in Source 4.
- a Work in pairs. Complete a grid like the one above for Pablo's argument, using the examples for Edie's argument to help you.
 - b Now colour-code the points in your grid to show whether they are strengths or weaknesses.

Develop

Now that you have completed a breakdown of the features of both arguments, read this practice question.

Practice questions

- 3 Which 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 marks]

Activity: Analysing an answer

- 4 Read the extracts from a sample answer below and look at the annotations.
- a Does it answer the question effectively?
 - b Do you agree with the judgement in the sample answer? Explain why.

Edie argues that Business Studies is an academic subject best learned through case studies. Pablo argues that the excitement of a virtual tour of a local business taught him more than he learned from books. I am going to analyse their arguments to find out whose argument is more convincing.

Overall, Edie's argument is more convincing!

Edie shows that this is an academic subject by referencing exam results. She shows how the subject is taught by talking about case studies on mining and market stalls.

This is relevant to the argument about how businesses are involved in teaching this subject. The detail she uses about the fashion industry such as the departments 'with different functions: Finance, Administration, Design and Development' makes her argument credible.

clearly states both the arguments as an introduction

states an answer (in case you forget to do it at the end)

directly quotes from the source

discusses credibility of Edie's argument and uses some evidence from the source

The reasoning in Edie's argument is easy to follow: because the class works with case studies, they learn in detail about a range of businesses, from mining to the fashion industry. This is a sensible argument because it would not be possible to visit every kind of business to learn first-hand. By noting that students get good results, Edie provides evidence that this way of involving businesses is successful.

makes clear what the focus of this paragraph is to be

reasoning showing business involvement through case studies to be effective

refers closely to the source

[...]

at this point in the answer, the student goes on to look at Edie's use of language, evidence, bias, consequences and any comments on values, following the structure of the grid

Pablo's argument is/isn't so credible because...

the student now goes on to consider Pablo's argument, following the structure of the grid

Overall, Edie's argument is more convincing because the reasoning is sound and her argument is based on a broader range of relevant evidence, while Pablo's argument is more personal and limited. Neither uses exaggeration, and while both might be biased in favour of their own experience, the possible outcomes for Edie's argument might be greater, encouraging more students to successfully study business.

conclusion to draw together and show what the judgement is

Apply

You are now going to look at the sources on the topic of Climate change, and compare the arguments made by Qazi and Serena in Source 8 on page 103, using the process demonstrated above.

Practice questions

3 Study Source 8.

Which 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 marks]

Final task

5 Work in pairs to prepare and answer the practice question, using the evaluation grid to help you plan detailed points.

Reflective plenary

6 In pairs, add to your Starting point spider diagram any additional factors you need to use when analysing an argument.

Developing lines of reasoning to support a course of action 1

How can I make a recommendation based on reasoning?

Starting point

1 You're trying to decide what subjects to select for further study. What are the factors that influence you? Explain why to a partner, then share your ideas with the class.

Explore

In Units 3.1 to 3.6, you looked at four sources on the topic of Education for all. You're now going to focus on how to use these sources to argue for a particular course of action. The course of action will work as a solution to an issue raised through the sources: the purpose of education.

Look at the following practice question and the annotations around it.

Practice questions

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 marks]

Skills focus

- ✓ Researching, analysing and evaluating information
- ✓ Developing and justifying a line of reasoning

Objective

- To evaluate evidence to decide on a recommendation
- To develop a clear line of reasoning to support your judgement



This is the focus of the question. Your argument should be about how far the course of action would improve the economy of the country.

You'll need to recommend one of these three options. While justifying your course of action, you'll also need to show how another option would not achieve the aim as well.

Select an option and state it.

Use a wide range of evidence and reasons to justify your choice.

Use clear reasoning and compare different perspectives or actions.

When you begin to plan your answer, you'll need to start by looking over the sources to gather evidence that might support the different options. This will help you to make a choice and develop your argument.

As before, the effectiveness of your argument and your reasoning are more important than which option you choose.

Activity: Gathering relevant arguments and evidence from the sources

2 With a partner, consider evidence from the sources to support a country aiming to improve its economy. Complete the table below. What is missing?

Ideas	Source	Arguments for	Arguments against	Evaluation of course of action and sources
Make free full-time secondary education compulsory	Source 1	Countries with the highest GDP have compulsory secondary education Says results are very important		Based on UN data, specifically about GDP, so reliable and relevant
	Source 2	Schools teach skills and problem-solving	Says he needs employees to be skilled for the workplace	Business, so expert about the economy. But also a parent, so divided in what he says
	Source 3			Experts in meeting national needs
	Source 4	Both were secondary school experiences		
Make students study in the morning and do paid work in the afternoon	Source 3			
	Source 4	Pablo found out about key business processes such as just in time ordering	Edie – Business Studies in school is better	Pablo made a single visit, so while relevant, limited value
Make local businesses help to teach secondary age children	Source 2	Skills of the workplace should be taught	No evidence – would they have time?	He is an expert in the restaurant industry
	Source 4			

Activity: Identifying which option is best supported

3 Now that you have completed your analysis, you should decide which of the options is best supported by the evidence in your table. State your chosen course of action.

Develop

Let us have a look at what a developed argument to support this course of action might look like, using the annotated analysis of an example answer to help.



Making free full-time secondary education compulsory would be the best way of improving the economy, according to the sources studied.

opens by clearly stating which option

Evidence from the sources supports this conclusion. Source 1 includes a graph showing clearly that the countries with the highest GDP are those that have secondary education for all children. But, also, it shows that making only primary education compulsory achieves less, so it is not primary education alone that makes the difference. The information is based on credible sources (UN data) and the presentation in the form of a graph makes this analysis straightforward. Therefore, compulsory free full-time secondary education would undoubtedly improve the country's economy.

clear, convincing line of reasoning; each paragraph focuses on a point and supports it with evidence and evaluation

Other sources support this choice. While Source 2 suggests learners are not 'work ready' when they leave schools, Source 3 shows that the school curriculum is developed to make learners able to solve problems, something that is essential to businesses and the economy. Teachers and a restaurant owner are both experts, but evidence from a school can be better trusted to give a perspective on how the curriculum fits into national plans. Also, the restaurant owner wanted schools to teach skills that he valued within the curriculum, not for children to begin to work part time. He perhaps does not know how time-pressured teaching for the exams can be.

uses all sources; includes a wide range of evidence

Pablo argues that real experience of business is more useful than school-based teaching. However, he hoped for a job from his visit which makes it difficult to trust his judgement. Also, he was given this experience by his secondary school so it actually supports free secondary education as the action. All businesses could not supply schools with this sort of solution, and, anyway, not all schools are in industrial areas. Some students would want work from other sectors of the economy.

consistently relevant to the issue in the question

well-structured and explicit comparison of perspectives

judgements clearly related to the issue and clearly explained, consistent with the argument

judgements are clearly related to the issue and clearly explained, consistent with the argument

final judgement is consistent with the arguments made

In terms of practicality and impact, this action is also more effective. Asking students to get paid work would not benefit all of them equally, as not all employers will provide them with a broad enough training or have time to support students. There is also the practical issue of having to manage any relationship with employers and businesses.

The evidence overwhelmingly supports the option to make all students attend secondary school full time. It may be costly for the government, but the investment pays off with clear economic benefits as is shown so clearly in the UN data in Source 1!

final judgement is consistent with the arguments made

Activity: Analysing a sample answer

- 4 Read the answer above.
- Highlight or identify where each source is referred to.
 - What does the answer do well?
 - How could the answer be improved?

Apply

Final task

- 5 Now write your own answer that selects one of the three options to improve the economy.

Checklist for success

- ✓ Use and develop ideas found in the sources but go beyond simply repeating them.
- ✓ Use clear reasoning, supported by evidence from the sources to support the course of action.
- ✓ Consider a range of arguments and perspectives.
- ✓ Refer back to the question.
- ✓ Make sure your arguments are appropriate and convincingly support the option you have chosen.
- ✓ Consider practical aspects of the solution: how long it would take to put in place, how easy this would be, any barriers, the cost, as well as the impact.

Reflective plenary

- 6 Share your answers in pairs. Give each other feedback using the checklist above.

Developing lines of reasoning to support a course of action 2

How can I make a recommendation based on reasoning?

In this unit, you will be applying the skills and process you developed in Unit 3.7 to recommend a course of action based on reasoning. You will be working with the sources on the topic of Climate change, energy and resources, and focusing on the issue of how best to reduce carbon emissions.

Skills focus

- ✓ Researching, analysing and evaluating information
- ✓ Developing and justifying a line of reasoning

Objective

- To learn how to evaluate evidence to decide on the recommended course of action
- To understand how to develop a clear line of reasoning to support your judgement

Starting point

- 1 First step. Work with a partner to identify the key words in this practice question.

Practice questions

- 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 marks]

Explore

You are now going to work through the same process of evidence gathering and planning that you used in Unit 3.7.



Activity: Planning stage: analysing the different options

- 2 a Work in pairs to complete the planning grid below.
- b Make notes on the impact of the action and on practical considerations such as potential cost, how difficult it will be to implement, any barriers to this, how long it will take to make a difference.

Planning				
Ideas	Relevant sources	Arguments for	Arguments against	Evaluation of the source/ the course of action
Option 1: Send a letter to every family explaining how they can help	General comments			Sending letter is cheap, personal and could be effective – even small changes help. Good to link to the UN campaign? Might need to back up letter with advertising/media campaign for more impact.
	Source 5	Two thirds of global emissions come from private households (UN)		UN responsible body giving guidance to countries – reliable guidance
	Source 6			
	Source 7			
	Source 8			
Option 2: Give grants to local industries to invest in new technology	General comments			Grants – development time is long, it takes longer to see effects. Will it be too costly?
	Source 5		Two-thirds of carbon emissions are linked to domestic use – so if we have just one action, is this the right focus?	
	Source 6	Technology already exists, and source shows it works		Is an example. What can other industries, e.g. air travel, do? Advice is to learn from other countries. Not all countries have biomass to burn.
	Source 7			
	Source 8			
Option 3: Ask people to turn down their air conditioning and use less electricity	Source 5	Reduce use of electricity, coal or gas		Is part of advice to families in option 1. Not all homes have air conditioning.

Apply

Final task

- 3 Plan and write your answer, using your thoughts on what makes a strong answer from 3.7 and the checklist on the right.

Reflective plenary

- 4 Create a class gallery of your answers. Read the work of others in your class. Return to your own work and note one thing that you would want to improve or add.

Checklist for success

- ✓ Use and develop ideas found in the sources but go beyond simply repeating them.
- ✓ Use clear reasoning, supported by evidence from the sources to support the course of action.
- ✓ Consider a range of arguments and perspectives.
- ✓ Refer back to the question regularly.
- ✓ Make sure your arguments are appropriate and convincingly support the option you have chosen.

Check your progress

▲ I can read a source with understanding.

I can locate information in a source.

I can identify a perspective or someone's ideas from a source.

I can give an opinion on an issue from a source.

I can identify a strength and a weakness in a piece of research.

I can plan to use at least one research method appropriate to test a claim.

I can explain the choices I made in designing research.

I can identify a strength and a weakness in an argument.

I can identify reasons why one argument is more convincing than another.

I can select a course of action to address an issue and explain my choice.

▲▲ I can describe what a source is about.

I can accurately locate information in a source and explain it with some understanding.

I can identify a perspective and some of the elements that make up the perspective.

I can give my opinion on an issue with some justifications.

I can explain strengths and weaknesses in a piece of research.

I can plan to use a range of research methods appropriate to test a claim.

I can justify the choices I made in designing research.

I can explain and analyse strengths and weaknesses in an argument, looking at some aspects of the argument such as reasoning and evidence, language, bias or consequences.

I can explain reasons why one argument is more convincing than another.

I can develop a line of reasoning to explain a chosen course of action.

▲▲▲ I can explain fully the meaning of a source.

▲▲ I can clearly explain the meaning of information I have identified.

I can identify a perspective and analyse a wide range of elements that make up the perspective.

I can give my opinion on an issue with a range of relevant and convincing justifications.

I can give a reasoned evaluation of the strengths and weaknesses in a piece of research, including a wide range of points precisely and in detail.

I can plan to use a wide range of research methods and evidence types appropriate to test a claim.

I can effectively justify with reasons the choices I made in designing research.

I can effectively analyse the strengths and weaknesses in an argument, looking at a range of aspects of the argument such as reasoning and evidence, language, bias and consequences.

I can effectively justify my evaluation of the argument.

I can write convincingly, developing a line of reasoning to support a chosen course of action.

Next steps

- If you are interested in the issue of education or climate change, identify aspects that you would like to know more about. Who could you ask or where could you look to find out about the local or national situation? How would you record your findings?