

“I would highly recommend Cambridge Global Perspectives to other schools. It is engaging, fun and encourages learners to develop the skills that will help them succeed in life. I believe it’s something that all students should do in all schools, everywhere.”

**Emma-Maria Robertson**

Chief Executive and Director, Mayfair Academy, Spain



CAMBRIDGE

# Shaping future ready learners with Cambridge AS & A Level Global Perspectives & Research

Strategies and tips for assessment preparation and classroom teaching.

**Udoka Ogbue**, Senior Assessment Manager, Cambridge, UK

**Jeremy Ridgeo**, Senior School Implementation Manager, North America

17 & 18 June 2025

# Content

Perspectives

Global Issues

Principal Examiner tips

Classroom tips

Generative AI

# Perspectives

# What is a perspective?

- a particular attitude towards or way of regarding something; a point of view.  
(Oxford Languages)

# What is a Perspective?

- is a **coherent world view** which is a **response** to an issue
- is made up of **argument**, **evidence** and **assumptions**
- may be influenced by a **particular context**.

(AS/A Global Perspectives & Research Syllabus, page 20)

# What are Global Perspectives?

Exploring a **global topic** through different **themes** will reveal a range of **global issues**, which in turn will help learners to identify different **perspectives**.

AS/A Global Perspectives & Research Syllabus, page 14



# What are Global topics?

Global topics are broad potential **areas for study**.

Learners can use topics as starting points for **identifying issues**.

# What are Themes?

Themes are **approaches** to topics or issues, **for example** culture, economics, the environment, ethics, politics, science and technology.

A specific **thematic approach** to an issue can help to **identify a perspective** on that issue.

# AS Global Perspectives Themes (examples)





# What makes a good essay question?

Sets up **contrasting perspectives**, which are:

- supported by available and varied research
- given equal consideration
- actively compared at various points in the essay.

Three essay titles allowing for a debate with **contrasting perspectives**:

‘Should countries develop nuclear energy?’

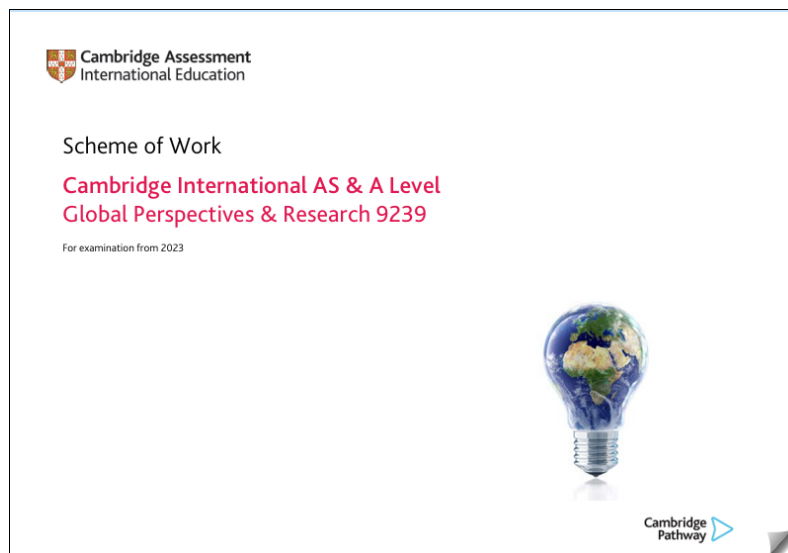
‘Will Artificial Intelligence replace human roles in the future?’

‘Do the benefits of migration outweigh the drawbacks?’

# Which question is a good essay question? Why?

- Should tourism be restricted?
- What should governments do to improve quality of life for their citizens?
- Is social media beneficial for society?
- Has the ignorance of governments contributed to the lack of online safety for today's youth?
- Do influencers have a positive impact on our society?

# Asking the right question...



Write a 500–800 word response to, ‘Should the international community try and influence Brazil’s environmental policies?’  
Learners must:

**Extension activity:** learners write a short, structured essay on whether or not increased tourism is beneficial. The essay should have an introduction, balanced arguments for and against the question and a conclusion. (I)

**Extension activity:** learners write a short, structured essay on whether or not governments should prioritise the protection of endangered cultures. The essay should have an introduction, balanced arguments for and against the question and a conclusion. (I)

# Which skills does AS/A Global Perspectives & Research develop?

- develops learners' thinking **skills** of analysis, synthesis and evaluation.
- develops research, reasoning, communication and collaboration **skills**.
- develops **skills** that are interdisciplinary and highly transferable to other subjects.



“In other courses I use content to build skills. In Cambridge Global Perspectives, I use skills to deepen a student’s understanding of content ”

- Teacher
- Ardsley High School, New York, USA,

# Global Perspectives & Research – In Action



Cambridge Assessment  
International Education

## Active learning

Active learning is an approach where learners participate in the learning process by building knowledge and understanding. In schools they will usually do this in response to learning opportunities designed by their teacher.

**What does active learning mean?**


For learners to make sense of new information and ideas, they need to make links with existing knowledge, so that they can process and then understand new material. This sense-making is an active process which can take place during a wide range of learning activities. It can be contrasted with a passive approach to learning in which the teacher primarily talks 'at' students and simply assumes they will make sense of what is said without needing to check. Active learning requires students to think hard and to practise using new knowledge and skills in order to develop long-term recall and a deeper understanding. This deeper understanding will also enable learners to connect different ideas together and to think creatively, once the initial knowledge base is secure.

**What is the theory behind active learning?**

- Active learning is based on a theory of learning called **constructivism**, which emphasises the fact that learners **construct** or **build** their understanding. Jean Piaget (1896–1980), a psychologist and founder of constructivism, researched the cognitive development of children, observing that their knowledge was individually built up, bit by bit. In the process of making meaning, children replace or adapt their existing knowledge and understanding with deeper levels of understanding.
- Learning happens as knowledge moves from short- to long-term memory and is incorporated into progressively more detailed and sophisticated mental models called schemas or schemata. Schemata can be thought of as categories we use to classify incoming information (Wadsworth, 1996, p.16).
- The theory of **social constructivism** says that learning happens primarily through social interaction with others, such as a teacher or a learner's peers. One prominent social constructivist, Lev Vygotsky (1896–1934), described the **zone of proximal development (ZPD)**. This is the area where learning activities should be focused, lying between what the learner can achieve independently and what the learner can achieve with expert guidance.



- Scaffolding** describes the support a student or group of students receive as they work towards a learning goal. The idea of scaffolding was developed by cognitive psychologist Jerome Bruner (1915–2016) researching oral language acquisition in children. Grounded in social constructivism, the process of scaffolding 'enables a child or novice to solve a problem, carry out a task or achieve a goal which would be beyond his unassisted efforts' (Wood, Bruner & Ross, 1976, p.90). Scaffolding learning is important to secure new knowledge and/or skills but equally, support should be withdrawn over time and when appropriate, to allow students to develop independence.
- The revised **Bloom's Taxonomy** (Anderson, Krathwohl et al, 2001) offers a classification of the types of knowledge and cognitive processes students use in order to learn. Active learning approaches will help students develop at every stage of Bloom's Taxonomy; it will enable learners to engage with the more complex cognitive processes such as evaluate and create, and build a knowledge base that begins with, but is not limited to, factual knowledge. For example, to develop metacognitive knowledge students need to be actively involved with, and aware of, their own learning.





Cambridge Assessment  
International Education


## Scheme of Work

### Cambridge International AS & A Level Global Perspectives & Research 9239

For examination from 2023







Cambridge Assessment  
International Education


## Metacognition

Metacognition describes the processes involved when learners plan, monitor, evaluate and make changes to their own learning behaviours.

**What does metacognition mean?**

The prefix 'meta' means 'about' the thing itself. So, metacognition is 'cognition about cognition', or 'thinking about one's thinking'. It is often considered to have two dimensions: metacognitive knowledge and metacognitive regulation.

- Metacognitive knowledge** includes the learner's knowledge of their own cognitive abilities (e.g. I have trouble remembering dates), the learner's knowledge of the nature of particular tasks (e.g. the ideas in this article are complex), and the learner's knowledge of different strategies including when to use these strategies (e.g. if I break telephone numbers into chunks I will remember them) (Brown, 1987; Flavell, 1979).
- Metacognitive regulation** describes how learners monitor and control their cognitive processes. For example, realising that the strategy they are using to solve a mathematical problem is not working and trying another approach (Nelson & Narens, 1990). Monitoring and control are described in more detail in the following section.



**What is the theory behind metacognition?**

A theory of metacognitive regulation that is widely cited in the research literature is Nelson and Narens' (1990) model of metacognition. This consists of two levels: the **object level** and the **meta level** (see Figure 1 below).

- The **object level** is where cognitive processes or 'one's thinking' occurs. One example is decoding text when reading. At the object level, cognitive strategies (e.g. decoding) are used to help the learner achieve a particular goal (understanding the meaning of the text). This is **cognition**.
- The **meta level** is where 'thinking about thinking' takes place. At this higher-order level, metacognitive strategies are used to make sure the learner reaches the goal they have set. To continue with the reading example, this would begin with the learner thinking about how well they have understood the paragraph they have just read. This is termed **monitoring**. If they are happy with their comprehension level they will continue reading. If not, they will perhaps re-read the paragraph, or decide to use a dictionary to help their understanding. These actions are called **control** processes, as they are changing the learner's cognitive processes or related behaviours, based on the monitoring feedback. This is **metacognition**.



Figure 1: Nelson and Narens' (1990) Model of Metacognition



# Exploring Perspective(s) – In Action

## Tunnel of Conscience – AICE Global Perspectives |

**Objective:** Students will discuss a relevant global issue that can be deconstructed/reconstructed and ultimately communicated in a quick, debate style format.

### Breakdown:

(1) The class will split into three distinct groups – two groups with one representing each side of the argument/debate and the third group comprising the decision makers.

(2) Debate teams will split into smaller groups, which will then divide their argument into shorter ninety second portions. Each team will have five stops on their "tunnel of conscience."

### Tasks:

**Debate Teams** – one team to represent each side of the assigned topic/argument

(1) Debaters have a short period of time to break their "larger" team into smaller groups. At this time, they should also determine what information each stop will cover. In the past successful groups were divided in accordance with the Global Perspectives themes (culture, ethics, environment, politics, science/technology, and economics).

(2) Next, debaters will begin researching their portion of the overall argument. Research time should be focused and relatively short because each stop only has ninety seconds to share their evidence/statements.

**Decision Makers** – one group will ultimately select who has the stronger argument and explain why

(1) First, decision makers will sit together to share what their "gut" feeling is. In other words, with little to no discussion and absolutely no research, what is their first instinct when answering or considering the assigned topic.

(2) Next, decision makers will begin discussing how they believe EACH side of the debate will approach their argument. At this point they should consider who, in their opinion, has the easier task and why. They should also think about how they would approach the debate if they were on an assigned team. Decision makers will ONLY be a part of this group one time throughout the course of a semester.

### Tunnel of Conscience Procedures:

After all research and preparation is completed...

1. Decision Makers share with the group what their first instincts were/are.
2. Consensus is reached as to which side of the debate will speak first – this should alternate the rest of the path.
3. Each side has ninety seconds to argue their point. This time can be divided, but a maximum of ninety seconds can be used. It is up to each team/stop how they use this time.
4. Decision Makers will progress through the tunnel as each stop is completed, but will have notebooks to take notes as they go.
5. After all five stops are complete decision makers and the instructor will leave the room to discuss/reflect on the debate. Each decision maker will help to determine an overall winner.
6. Decision Makers will share their final thoughts on a victor and provide at least one comprehensive reason why they chose that team.

**Knowledge:** learners should now have an understanding of the concept of urbanisation; what it is, where it and why it happens and a deeper understanding of megacities.

In this sequence of work learners will examine the positive and negative consequences of urbanisation.

[www.youtube.com/watch?v=EpBbnL3pMRA](https://www.youtube.com/watch?v=EpBbnL3pMRA)

McQuarie – Urbanisation and the growth of global cities 2min 40s

[www.youtube.com/watch?v=2yXCtlamjPM](https://www.youtube.com/watch?v=2yXCtlamjPM)

BBC Rapid urbanisation | BBC Teach 2min 24s

The videos offer different perspectives on urbanisation. The concept 'perspectives' will be developed throughout the course but initially learners can understand it to mean different points of view. Learners should engage with contrasting perspectives throughout the course and be willing to engage with competing points of view.

# Exploring Perspective(s) – In Action

## Tasks:

Debate Teams – one team to represent each side of the assigned topic/argument

(1) Debaters have a short period of time to break their “larger” team into smaller groups. At this time, they should also determine what information each stop will cover. In the past successful groups were divided in accordance with the Global Perspectives themes (culture, ethics, environment, politics, science/technology, and economics).

Decision Makers – one group will ultimately select who has the stronger argument and explain why

(1) First, decision makers will sit together to share what their “gut” feeling is. In other words, with little to no discussion and absolutely no research, what is their first instinct when answering or considering the assigned topic.

Tun

Obj  
and

Bre  
(1)  
the

(2)  
nine

Tas  
Deb

(1)  
time  
grou  
envi

(2)  
sho  
evidence/statements.

Dec

(1)  
little  
con

(2)  
app  
task  
assi  
a se

Tun  
Afte  
1. D  
2. C  
of ti

3. Each side has ninety seconds to argue their point. This time can be divided, but a maximum of ninety seconds can be used. It is up to each team/stop how they use this time.

4. Decision Makers will progress through the tunnel as each stop is completed, but will have notebooks to take notes as they go.

5. After all five stops are complete decision makers and the instructor will leave the room to discuss/reflect on the debate. Each decision maker will help to determine an overall winner.

6. Decision Makers will share their final thoughts on a victor and provide at least one comprehensive reason why they chose that team.

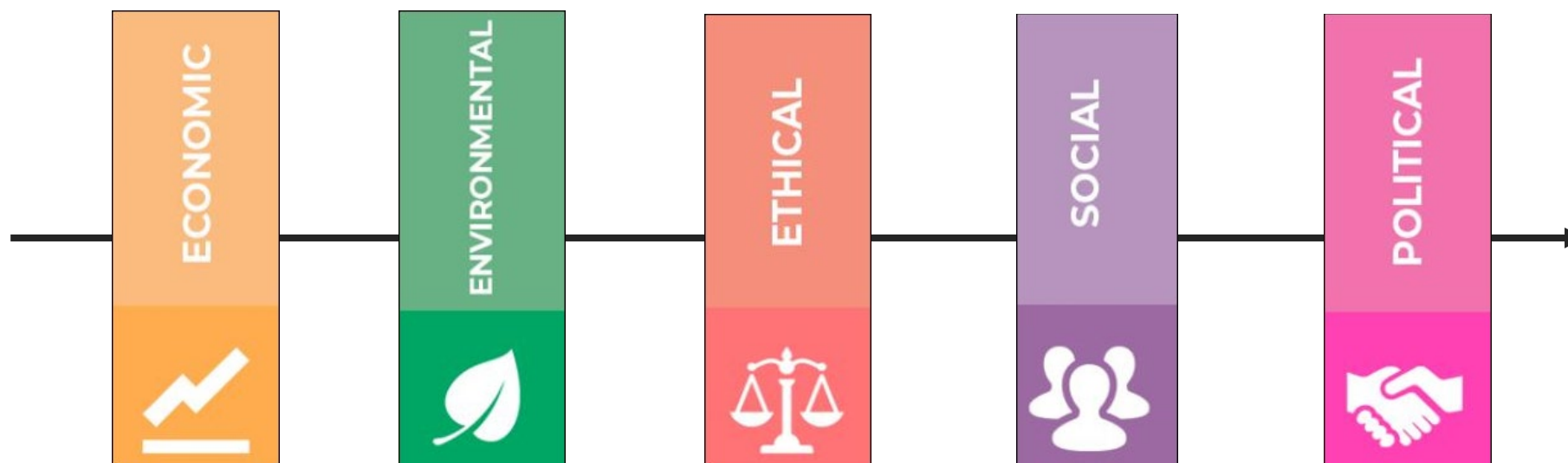


# Exploring Perspective(s) – In Action

**Should we continue to develop megacities?**

**YES!**

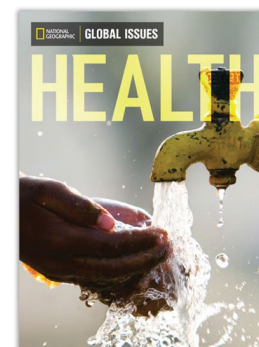
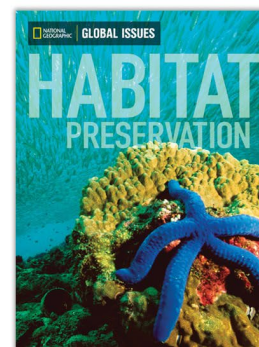
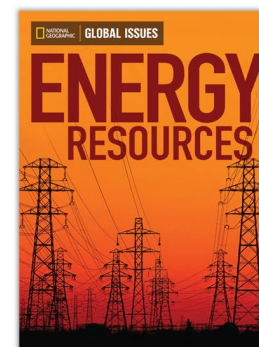
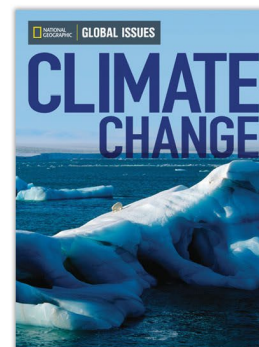
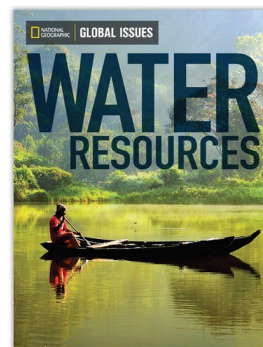
**NO!**



# Global Issues

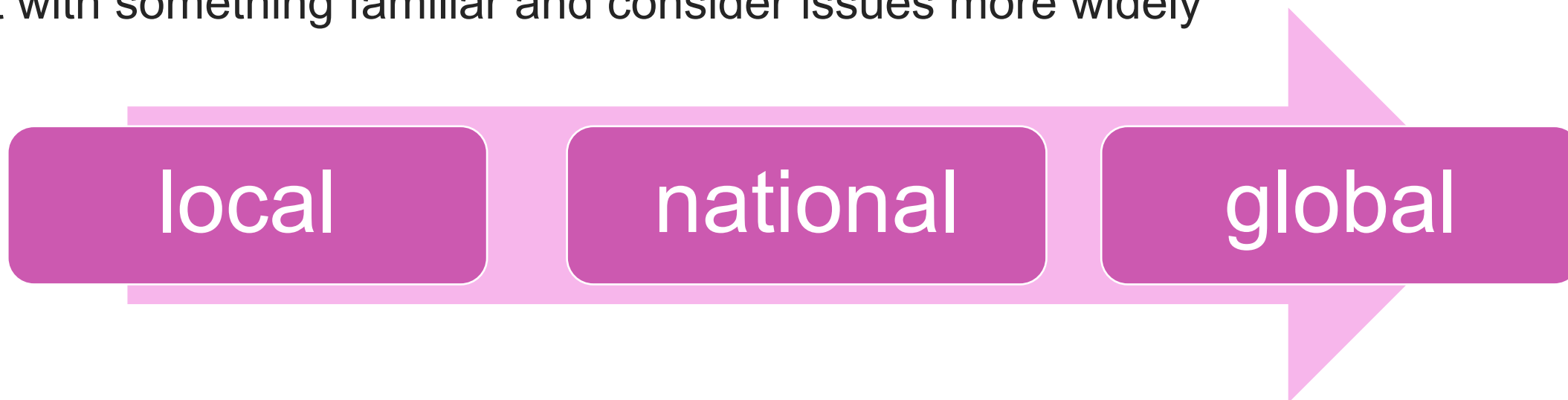
# What are Global Issues? (AS only)

Issues are specific **areas within a topic** that are **suitable** as subjects for an **essay** or other piece of work.



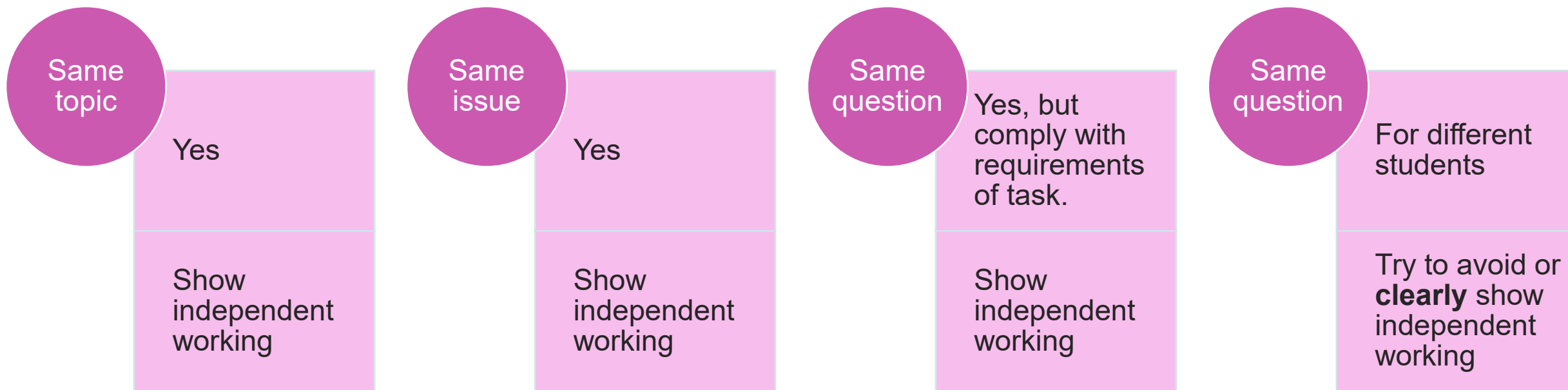
# What's the local / global problem?

- e.g. Team Project: 'must be about a local problem with global relevance'
- Start with something familiar and consider issues more widely



- Global – 'way in' to task and parameter for task that gives students more to discuss and more sustained, detailed analysis
- Applies to AS only

# Can we use the same topics/issues/questions across papers?



# Principal Examiner tips



# Principal Examiner Report for Teachers (PERT)

- PERTs are available from School Support Hub (9239 / Examination Resources)
- How useful do you find PERTs for teaching and learning?

No. 1 Principal Examiner tip: use PERTs for classroom exercises

## GLOBAL PERSPECTIVES AND RESEARCH

Paper 9239/11  
Written Examination

### Key messages

Candidates should ensure they read the paper carefully, looking at the key words, to answer all the questions set. This applied in all questions, for example in **Question 1(a)**: 'identify', 'journalists' actions', 'as given by the author', **Question 1(b)**: 'ways that independent journalism should be protected' 'named by the author', **Question 2**: 'evidence' and 'impact', **Question 3**: 'perspectives', 'judgement' and 'stronger'.

It was pleasing to see that very few candidates spent too long on **Question 1** and so left themselves much more time for **Question 2** and **Question 3** which had much higher total marks. **Question 1** only requires short answers or bullet points, and most candidates answered in this way. Candidates should be aware that the responses to **Question 1(a)** might be found anywhere in Document A and responses to **Question 1(b)** might be found anywhere in Document B.

To gain higher marks in **Questions 2** and **3**, there should be clear development of the points made. For example, making a point, illustrating using information or appropriate quotes from the text and explaining it in

Cambridge International Examinations Cambridge IGCSE  
9239 Global Perspectives and Research June 2024  
Principal Examiner Report for Teachers

### Comparison of Perspectives

A well planned essay should provide several opportunities for candidates to compare perspectives. Comparison can be achieved in the introduction when the candidate sets up the debate and outlines the main points of the contrasting perspectives. As discussed in the Analysis of Question section above, candidates should consider their title question through the lens of different themes. Building on the example used there, the question '*Is social media beneficial for society?*' was considered via a health lens. This enabled the candidate to compare the health benefits provided by social media and juxtapose these against the dangers to mental health posed by social media. It is also expected that candidates will offer a holistic comparison of perspectives at the end of the essay as they build towards their conclusion.

### Consideration of Contrasting Perspectives

This is the first of three reflective skills assessed via the essay. While studying Global Perspectives and Research it is hoped that candidates encounter a wide variety of perspectives relating to topics and issues with global significance. The skill here is for candidates to remain objective and give fair and even consideration to both perspectives in their essay. Candidates need to be able to demonstrate that both of their contrasting perspectives have been given equal treatment in terms of quality of research, critical evaluation of source material and the tone of language used. It is also expected that candidates will devote a similar number of words towards each perspective. Candidates, for the most part, demonstrate great maturity in how they address issues with competing perspectives. Candidates must be mindful of not choosing an issue to focus on which they will not be able to approach objectively. For example issues such as Animal Testing can be highly emotive and some candidates find it difficult to not let their personal perspective influence the content of the essay.

### Reflection and Impact on Personal Viewpoint

discourse markers but had a well-constructed argument which achieved coherence through a wide variety of rhetorical devices. Careful use of research also enabled candidates to achieve well for this criterion as it allowed them to develop their argument.

### Presentation of visual information to support an argument

Successful presentations were mostly produced by candidates that were well-informed, enthusiastic and who used the visual aids as a support and enhancement of the material, rather than the main focus. The best presentations showed interaction with visual aids such as graphs and data, for example, showing change or impact after solutions had been applied.

Many candidates interacted more effectively with their presentations than in previous series. There was a notable increase in the number of candidates choosing to submit voiceovers rather than in-person presentations, but candidates still interacted with data, charts, maps etc., using highlighter, pointers or description to involve the listener.

### Use of language to address an audience

It is apparent that some candidates are responding well to this criterion, having understood the need to vary their use of language to engage the audience. However, a high proportion of candidates are still not doing enough in this respect, perhaps feeling that the academic nature of their presentation demands a more impersonal tone. One candidate presenting on microplastics demonstrated that a well-researched and rigorous analysis of an issue and its solution can achieve an academic tone while still managing to engage the audience. Another candidate presenting on menstruation provided an excellent example of maintaining a tone of engagement with the audience throughout the presentation, while at the same time delivering a successful analysis of their chosen issue.

Some candidates scored 2 marks for including the audience with language such as 'you' or 'we', but to achieve higher marks they need to go further than this and engage their audience with a mixture of sentence structures, including statements, commands and rhetorical questions.

Cambridge Schools Conference, June 2025  
Future-ready: preparing learners to thrive

# Principal Examiner Tips – Written Exam (Paper 1)

*TASK: Use 'Principal Examiner top tips for students' to share teaching ideas for class discussions.*

- Q1 - **Read both the docs properly** before you answer any of the questions
- Q2 - be aware of **different types of evidence** which might appear in the Document.
- Q2 - make sure you **explain WHY** a particular **type of evidence** is a **strength or a weakness**, comment on how the **evidence impacts** on the argument.
- Q3 - plan your answer carefully by **reading both docs** and **making notes on different components of the argument**. Then find points of comparison or difference between the two documents.
- Q3 - make sure you **include a clear and reasoned judgement** about **which document is stronger**, or if you prefer, a **clear statement about why you think they are equally strong**.



# Principal Examiner Tips – Essay (Paper 2)

*TASK: Use ‘Principal Examiner top tips for students’ to share teaching ideas for class discussions.*

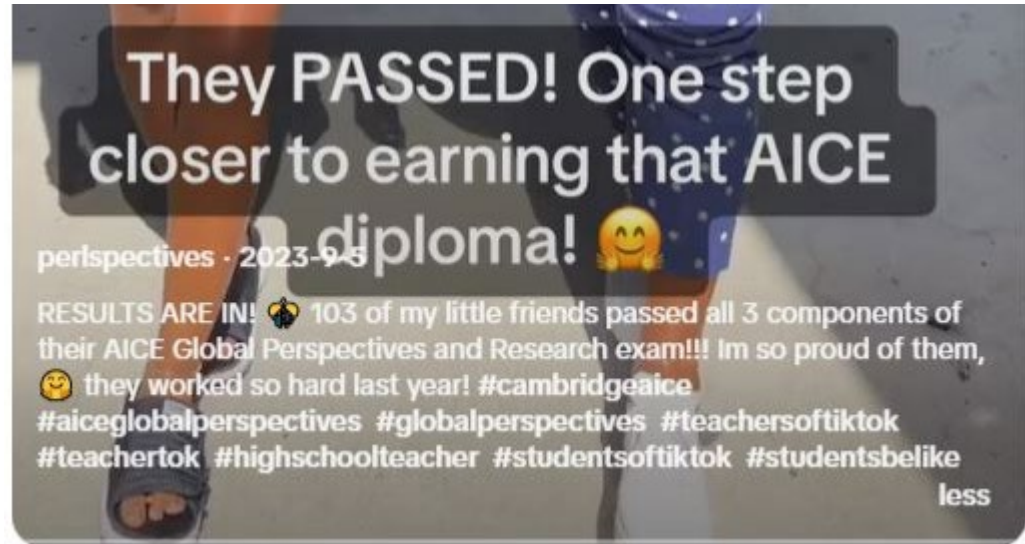
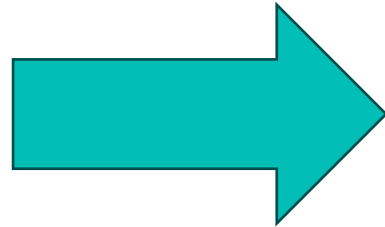
- 1. Research topics to find issues that have global significance.**  
The issue you select for essay focus should be contentious in that there are contrasting perspectives supported by a range of sources that respond to it.
- 2. Your essay title must be in the form of a question that sets up a debate.**  
The best questions are concise and clear for example ‘Should countries continue to develop GM crops?’
- 3. Keep focused on your title question** throughout the essay.
- 4. Plan your essay carefully.**  
There are ten different aspects for assessment and essays need to address all of the skills required. These need to be identified and clearly explained to students.

# Principal Examiner Tips – Team Project (Paper 3)

*TASK: Use 'Principal Examiner top tips for schools' to share learning ideas for class discussions.*

1. **Content of Presentations:** Presentations of the team project must be individual. Also, candidates should not list their team members' perspectives, as this was a requirement of the old syllabus and uses valuable presentation time.
2. **Use of AI:** There has been noticeable use of AI in completing components, particularly in reflective papers. Centres need to check candidates' work for AI usage before submission.
3. **Voice Recordings:** Candidates should not speed up their voice recordings to fit within the 10-minute limit, as this can negatively impact the effectiveness of their presentations and their marks.
4. **Presentation Length:** Centres should avoid encouraging candidates to submit 8-minute presentations. Candidates should use the full 10-minute allowance to maximize the scope of their presentation. Presentations should not exceed 10 minutes, as solutions presented after the time limit may not be credited.
5. **Source Evaluation:** Sources should be evaluated and synthesized within the body of the presentation. Doing this in the reflective paper instead means candidates do not achieve marks for it.

# GPR – a milestone towards the AICE diploma



“Cambridge International A Levels are the 'gold standard' qualification.”

Mark Vella, Director of Studies

Auckland Grammar School, New Zealand

# The value of Cambridge International A Level



<https://vimeo.com/162677108>



# Paper 4 –research report

- Single A Level component
- Candidates complete a research project on a topic and question of their own choice.
- The project comprises a report of up to 5000 words, supported by a research log.

## Stage 1. Selecting your topic

Other ways of exploring into your topic

There are other methods that you can use to open up or explore your topic, so think about whether your topic contains the following dimensions:

Cambridge A Level Global Perspectives: A Learner's Guide to the Cambridge Research Report

### CONTENTS

- About this guide
- A Learner's Guide to writing a research report
- Stage 1. Selecting your topic
  - The different dimensions of your topic
  - Other ways of exploring your topic
- Stage 2. Developing your research question
- Stage 3. The practical and personal considerations of research design
- Stage 4. Desk research: identifying, searching and reviewing the literature
- Stage 5. Selecting your methods
- Stage 6. Gathering primary data (fieldwork)
- Stage 7. Analysing your data
- Stage 8. Writing up your Cambridge Research Report

CONTENTS	
	About this guide
	A Learner's Guide to writing a research report
▶	Stage 1. Selecting your topic
	The different dimensions of your topic
	Other ways of exploring your topic
	Stage 2. Developing your research question
	Stage 3. The practical and personal considerations of research design
	Stage 4. Desk research: identifying, searching and reviewing the literature
	Stage 5. Selecting your methods
	Stage 6. Gathering primary data (fieldwork)
	Stage 7. Analysing your data
	Stage 8. Writing up your Cambridge Research Report

Learner's Guide to writing a research report

# Principal Examiner Tips – Research Report (Paper 4)

*TASK: Use ‘Principal Examiner top tips for students’ to share teaching ideas for class discussions.*

1. **Select an issue that is of real personal interest.** Students are going to be researching and writing about their chosen issue for a significant amount of time.
2. **Choose an appropriate research report title.** Students and teachers should use the Research Proposal form as a basis for dialogue through which the appropriateness of the title question can be tested. Does the question set up a debate between contrasting perspectives? Is there academic research to support contrasting perspectives? Can the title question be examined through different themes (or lenses).
3. **Use the research log to plan.** Set both broad research aims and key milestones or objectives. Record research notes. Also, students need to reflect on the research decisions they have made and detail any changes of direction. The research process can be organic and sometimes students will have to change direction or rethink their ideas.
4. **Plan your report carefully.** There are fifteen different aspects for assessment and reports need to address all of the skills required. These need to be identified and clearly explained to students.

“It’s about real life. You can relate to that everywhere. It’s not about reading a textbook and studying that. It’s about how you see the world and how it’s constantly changing.”

**Cambridge Global Perspectives student**

Bangalore International School, India



# Classroom tips

# Global Perspectives & Research – In Action



Cambridge Assessment  
International Education

## Active learning

Active learning is an approach where learners participate in the learning process by building knowledge and understanding. In schools they will usually do this in response to learning opportunities designed by their teacher.

**What does active learning mean?**


For learners to make sense of new information and ideas, they need to make links with existing knowledge, so that they can process and then understand new material. This sense-making is an active process which can take place during a wide range of learning activities. It can be contrasted with a passive approach to learning in which the teacher primarily talks 'at' students and simply assumes they will make sense of what is said without needing to check. Active learning requires students to think hard and to practise using new knowledge and skills in order to develop long-term recall and a deeper understanding. This deeper understanding will also enable learners to connect different ideas together and to think creatively, once the initial knowledge base is secure.

**What is the theory behind active learning?**

- Active learning is based on a theory of learning called **constructivism**, which emphasises the fact that learners **construct** or **build** their understanding. Jean Piaget (1896–1980), a psychologist and founder of constructivism, researched the cognitive development of children, observing that their knowledge was individually built up, bit by bit. In the process of making meaning, children replace or adapt their existing knowledge and understanding with deeper levels of understanding.
- Learning happens as knowledge moves from short- to long-term memory and is incorporated into progressively more detailed and sophisticated mental models called schemas or schemata. Schemata can be thought of as categories we use to classify incoming information (Wadsworth, 1996, p.16).
- The theory of **social constructivism** says that learning happens primarily through social interaction with others, such as a teacher or a learner's peers. One prominent social constructivist, Lev Vygotsky (1896–1934), described the **zone of proximal development (ZPD)**. This is the area where learning activities should be focused, lying between what the learner can achieve independently and what the learner can achieve with expert guidance.



- Scaffolding** describes the support a student or group of students receive as they work towards a learning goal. The idea of scaffolding was developed by cognitive psychologist Jerome Bruner (1915–2016) researching oral language acquisition in children. Grounded in social constructivism, the process of scaffolding 'enables a child or novice to solve a problem, carry out a task or achieve a goal which would be beyond his unassisted efforts' (Wood, Bruner & Ross, 1976, p.90). Scaffolding learning is important to secure new knowledge and/or skills but equally, support should be withdrawn over time and when appropriate, to allow students to develop independence.
- The revised **Bloom's Taxonomy** (Anderson, Krathwohl et al, 2001) offers a classification of the types of knowledge and cognitive processes students use in order to learn. Active learning approaches will help students develop at every stage of Bloom's Taxonomy; it will enable learners to engage with the more complex cognitive processes such as evaluate and create, and build a knowledge base that begins with, but is not limited to, factual knowledge. For example, to develop metacognitive knowledge students need to be actively involved with, and aware of, their own learning.





Cambridge Assessment  
International Education


## Scheme of Work

### Cambridge International AS & A Level Global Perspectives & Research 9239

For examination from 2023







Cambridge Assessment  
International Education

## Metacognition

Metacognition describes the processes involved when learners plan, monitor, evaluate and make changes to their own learning behaviours.

**What does metacognition mean?**

The prefix 'meta' means 'about' the thing itself. So, metacognition is 'cognition about cognition', or 'thinking about one's thinking'. It is often considered to have two dimensions: metacognitive knowledge and metacognitive regulation.

- Metacognitive knowledge** includes the learner's knowledge of their own cognitive abilities (e.g. I have trouble remembering dates), the learner's knowledge of the nature of particular tasks (e.g. the ideas in this article are complex), and the learner's knowledge of different strategies including when to use these strategies (e.g. if I break telephone numbers into chunks I will remember them) (Brown, 1987; Flavell, 1979).
- Metacognitive regulation** describes how learners monitor and control their cognitive processes. For example, realising that the strategy they are using to solve a mathematical problem is not working and trying another approach (Nelson & Narens, 1990). Monitoring and control are described in more detail in the following section.



**What is the theory behind metacognition?**

A theory of metacognitive regulation that is widely cited in the research literature is Nelson and Narens' (1990) model of metacognition. This consists of two levels: the **object level** and the **meta level** (see Figure 1 below).

- The **object level** is where cognitive processes or 'one's thinking' occurs. One example is decoding text when reading. At the object level, cognitive strategies (e.g. decoding) are used to help the learner achieve a particular goal (understanding the meaning of the text). This is **cognition**.
- The **meta level** is where 'thinking about thinking' takes place. At this higher-order level, metacognitive strategies are used to make sure the learner reaches the goal they have set. To continue with the reading example, this would begin with the learner thinking about how well they have understood the paragraph they have just read. This is termed **monitoring**. If they are happy with their comprehension level they will continue reading. If not, they will perhaps re-read the paragraph, or decide to use a dictionary to help their understanding. These actions are called **control** processes, as they are changing the learner's cognitive processes or related behaviours, based on the monitoring feedback. This is **metacognition**.




Figure 1: Nelson and Narens' (1990) Model of Metacognition

# Education Brief - Active Learning

## Active learning

Active learning is an approach where learners participate in the learning process by building knowledge and understanding. In schools they will usually do this in response to learning opportunities designed by their teacher.

### What does active learning mean?

For learners to make sense of new information and ideas, they need to make links with existing knowledge, so that they can process and then understand new material. This sense-making is an active process which can take place during a wide range of learning activities. It can be contrasted with a passive approach to learning in which the teacher primarily talks 'at' students and simply assumes they will make sense of what is said without needing to check.

Active learning requires students to think hard and to practise using new knowledge and skills in order to develop long-term recall and a deeper understanding. This deeper understanding will also enable learners to connect different ideas together and to think creatively, once the initial knowledge base is secure.

### What is the theory behind active learning?

- Active learning is based on a theory of learning called **constructivism**, which emphasises the fact that learners *construct* or *build* their understanding. Jean Piaget (1896–1980), a psychologist and founder of constructivism, researched the cognitive development of children, observing that their knowledge was individually built up, bit by bit. In the process of making meaning, children replace or adapt their existing knowledge and understanding with deeper levels of understanding.
- Learning happens as knowledge moves from short- to long-term memory and is incorporated into progressively more detailed and sophisticated mental models called schemas or schemata. Schemata can be thought of as categories we use to classify incoming information (Wadsworth, 1996, p.16).
- The theory of **social constructivism** says that learning happens primarily through social interaction with others, such as a teacher or a learner's peers. One prominent social constructivist, Lev Vygotsky (1896–1934), described the **zone of proximal development (ZPD)**. This is the area where learning activities should be focused, lying between what the learner can achieve independently and what the learner can achieve with expert guidance.
- Scaffolding** describes the support a student or group of students receive as they work towards a learning goal. The idea of scaffolding was developed by cognitive psychologist Jerome Bruner (1915–2016) researching oral language acquisition in children. Grounded in social constructivism, the process of scaffolding 'enables a child or novice to solve a problem, carry out a task or achieve a goal which would be beyond his unassisted efforts' (Wood, Bruner & Ross, 1976, p.90). Scaffolding learning is important to secure new knowledge and/or skills but equally, support should be withdrawn over time and when appropriate, to allow students to develop independence.
- The revised **Bloom's Taxonomy** (Anderson, Krathwohl et al, 2001) offers a classification of the types of knowledge and cognitive processes students use in order to learn. Active learning approaches will help students develop at every stage of Bloom's Taxonomy; it will enable learners to engage with the more complex cognitive processes such as evaluate and create, and build a knowledge base that begins with, but is not limited to, factual knowledge. For example, to develop metacognitive knowledge students need to be actively involved with, and aware of, their own learning.



Active learning is an approach where learners participate in the learning process by building knowledge and understanding. In schools they will usually do this in response to learning opportunities designed by their teacher.

## What other terms are associated with active learning?

Other approaches and terminology which are associated with active learning include:

**Student-centred, or learner-centred learning, where students play an active role in their learning, with the teacher as an activator of learning, rather than an instructor.**

- Student-centred learning**, where students play an active role in their learning, with the teacher as an activator of learning, rather than an instructor.
- Inquiry-based, problem-based or discovery learning**, where learners learn by addressing and posing questions, analysing evidence, connecting such evidence to pre-existing knowledge, drawing conclusions and reflecting upon their findings.
- Experiential learning**, which broadly describes someone learning from direct experience.

# Global Perspectives & Research – Scheme of Work

## Scheme of Work

### Cambridge International AS & A Level Global Perspectives & Research 9239

For examination from 2023



Cambridge  
Pathway 

## Unit 1a Urbanisation

Learning objectives	Suggested teaching activities	Teacher notes and resources
<b>What is urbanisation?</b>		
<p>Reflect on learning and approaches to research</p> <p>Develop effective research and reasoning skills</p> <p>Identify and synthesise evidence</p> <p>Evaluate sources of information</p>	<p>Introduce the topic of urbanisation without explanation and ask learners in pairs or small groups to produce a spider diagram identifying everything they understand about the topic or associate with it. Learners can draw on their own experiences; where they live, where they may have travelled or even depictions of urbanisation from films they have seen. Collate initial group responses via whole class discussion.</p> <p>Key questions for discussion:</p> <ul style="list-style-type: none"> <li>• where does urbanisation happen?</li> <li>• when did the process begin?</li> <li>• what are the causes of urbanisation?</li> <li>• what are the consequences of urbanisation?</li> </ul> <p>Show the Khan Academy video. Learners take notes with a particular focus on answering the key questions arising from the initial class discussion.</p> <p>Learners individually reflect on their current understanding. (I)</p> <p>Key questions for reflection:</p> <ul style="list-style-type: none"> <li>• how have my initial thoughts been challenged by group discussion and watching the video?</li> <li>• what do I know now that I didn't know at the beginning of this unit?</li> <li>• what specific areas of urbanisation am I interested to learn more about?</li> </ul>	<p>The topics listed in the syllabus are deliberately broad – each one offers the opportunity for learners to explore issues and areas of individual interest.</p> <p>The spider diagram will allow learners to note down their initial thoughts on the topic – this is useful for later reflection.</p> <p>Urbanisation is a topic that most learners will have some understanding of and may have studied in other subject areas. There are many online resources that offer a comprehensive overview of the phenomenon.</p> <p><b>Introductory resources on urbanisation:</b></p> <p><a href="http://www.open.edu/openlearncreate/mod/oucontent/view.php?id=79940">www.open.edu/openlearncreate/mod/oucontent/view.php?id=79940</a> Openlearn Create, educational platform</p> <p><a href="http://www.sciencedirect.com/topics/social-sciences/urbanization">www.sciencedirect.com/topics/social-sciences/urbanization</a> Science Direct</p> <p><a href="https://www.youtube.com/watch?v=DwcW12J1FFA">www.youtube.com/watch?v=DwcW12J1FFA</a> Khan Academy urbanization (8mins) <b>Note: as with all videos check content first for suitability.</b></p> <p>Reflection is an integral part of the Critical Path and a skill that should be developed throughout the course. Full details of the Critical Path can be found in the syllabus.</p> <p>Learners develop the skills of reflection during the course. They may keep a reflective learning log. Learners write entries in their logs at the beginning and the conclusion of a unit and at the end of each sequence of work within a unit.</p>
	<p>Set learners an independent research to answer some specific questions about megacities. (I)</p> <p>Specific questions can be adapted to build on previous discussion but should include:</p>	<p>The Khan Academy video introduces the concept of megacities. Furthering learners' understanding of this concept will provide opportunities for developing research and note taking skills.</p>

# Global Perspectives & Research – Scheme of Work

Learning objectives	Suggested teaching activities	Teacher notes and resources
<p>What is urbanisation?</p>	<p>In groups learners share findings through discussion, developing understanding of megacities and initiating further questions for research such as:</p> <ul style="list-style-type: none"> <li>• what are the reasons for the growth in the number of megacities?</li> <li>• what future predictions are there for the growth of megacities?</li> <li>• where in the world are megacities?</li> </ul> <p>Assign different megacities to learners and get them to independently research their given city. <b>(I)</b> (for a class of 27 choose 9 megacities from a variety of countries and assign the cities evenly and randomly across the group) Each learner should produce a fact sheet on their given megacity. Learners should use at least three different sources of information for their fact sheet. They should note down their sources of information.</p> <p>Break into small groups according to the megacity that each individual was assigned. Groups collate information from research. Learners use each other's findings to corroborate information and then prepare a short presentation/speech to the class detailing the growth of the megacity and other key facts. Learners should also identify the key opportunities and key threats faced by inhabitants of their megacity.</p>	



# Global Perspectives & Research – In Action

## FACE TIME

You are...

DELHI, INDIA



SEOUL, SOUTH KOREA



SHANGHAI, CHINA



KARACHI, PAKISTAN



MEXICO CITY, MEXICO



BEIJING, CHINA



LAGOS, NIGERIA



JAKARTA, INDONESIA



Student-centred, or learner-centred learning, where students play an active role in their learning, with the teacher as an activator of learning, rather than an instructor.

Experiential learning, which broadly describes someone learning from direct experience.

Identify the single biggest issue facing your city?  
Explain why this is the case?  
Identify the solutions proposed to solve the issue.  
What impact are you having on the environment?  
What is the quality of life for the average person?

# How many themes could we apply to this lesson?



# Education Brief - Metacognition

## Metacognition

Metacognition describes the processes involved when learners plan, monitor, evaluate and make changes to their own learning behaviours.

### What does metacognition mean?

The prefix 'meta' means 'about' the thing itself. So, metacognition is 'cognition about cognition', or 'thinking about one's thinking'. It is often considered to have two dimensions: metacognitive knowledge and metacognitive regulation.

- **Metacognitive knowledge** includes the learner's knowledge of their own cognitive abilities (e.g. I have trouble remembering dates), the learner's knowledge of the nature of particular tasks (e.g. the ideas in this article are complex), and the learner's knowledge of different strategies including when to use these strategies (e.g. if I break telephone numbers into chunks I will remember them) (Brown, 1987; Flavell, 1979).
- **Metacognitive regulation** describes how learners monitor and control their cognitive processes. For example, realising that the strategy they are using to solve a mathematical problem is not working and trying another approach (Nelson & Narens, 1990). Monitoring and control are described in more detail in the following section.



### What is the theory behind metacognition?

A theory of metacognitive regulation that is widely cited in the research literature is Nelson and Narens' (1990) model of metacognition. This consists of two levels: the **object level** and the **meta level** (see Figure 1 below).

- The **object level** is where cognitive processes or 'one's thinking' occurs. One example is decoding text when reading. At the object level, cognitive strategies (e.g. decoding) are used to help the learner achieve a particular goal (understanding the meaning of the text). This is **cognition**.
- The **meta level** is where 'thinking about thinking' takes place. At this higher-order level, metacognitive strategies are used to make sure the learner reaches the goal they have set. To continue with the reading example, this would begin with the learner thinking about how well they have understood the paragraph they have just read. This is termed **monitoring**. If they are happy with their comprehension level they will continue reading. If not, they will perhaps re-read the paragraph, or decide to use a dictionary to help their understanding. These actions are called **control** processes, as they are changing the learner's cognitive processes or related behaviours, based on the monitoring feedback. This is **metacognition**.

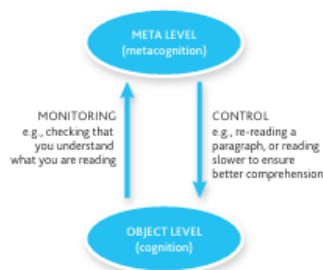
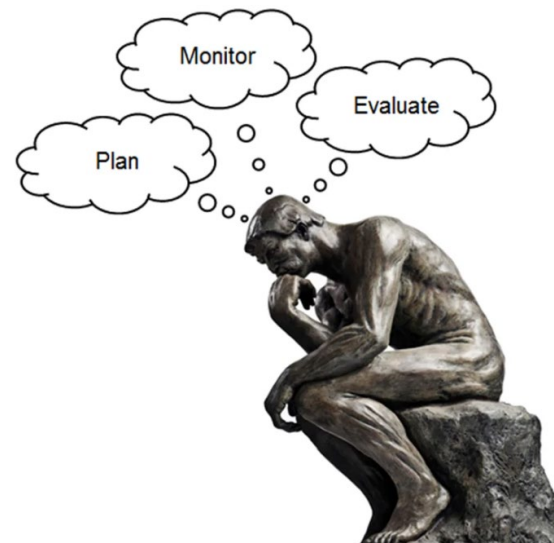


Figure 1. Nelson and Narens' (1990) Model of Metacognition

Metacognition describes the processes involved when learners plan, monitor, evaluate and make changes to their own learning behaviours.

### What are the benefits of metacognition?

- Metacognitive practices help learners to plan, monitor and evaluate their own progress and **take control of their learning** as they read, write and solve problems in the classroom.
- Research indicates that metacognition is a **powerful predictor of learning**. Metacognitive practices make a unique contribution to learning over and above the influence of cognitive ability. The implication of this research is that improving a learner's metacognitive practices may compensate for any cognitive limitations they may have (Veenman, Wilhelm & Beishuizen, 2004; Wang, Haertel & Walberg, 1990).
- Metacognitive practices have been shown to **improve academic achievement** across a range of ages, cognitive abilities and learning domains. This includes reading and text comprehension, writing, mathematics, reasoning and problem solving, and memory (Dignath & Buttner, 2008; EEF, 2019; Hattie, 2009).
- Metacognitive skills can help students to **transfer what they have learnt from one context to the next**, or from a previous task to a new task. The teacher can support this by explaining how what has been learnt from one task can be applied to the next.



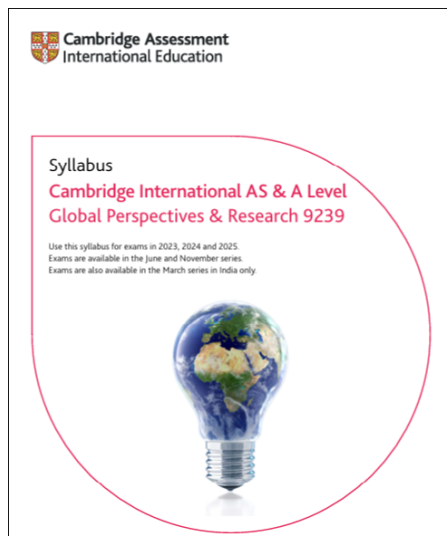
Metacognitive skills can help students to transfer what they have learnt from one context to the next, or from a previous task to a new task. The teacher can support this by explaining how what has been learnt from one task can be applied to the next.



# Global Perspectives & Research – Scheme of Work

Learning objectives	Suggested teaching activities	Other notes and resources
Consequences of urbanisation	<p>In their groups, learners discuss their research materials. Learners list the sources of information used to research their megacity and consider the following questions:</p> <ul style="list-style-type: none"><li>• does the information come from a well-known source?</li><li>• does the information come from the same country as the megacity?</li><li>• do you think the information provided is true? If so, why?</li></ul> <p>Learners rank the sources of information from best to worst and then justify their decisions. (F)</p>	
	<p><b>Suggested teaching activities</b></p> <p><b>Extension activity:</b> undertake further research on megacities and identify three arguments for and three arguments against the further development of megacities. (I)</p>	

# Reflective Practice – In Action

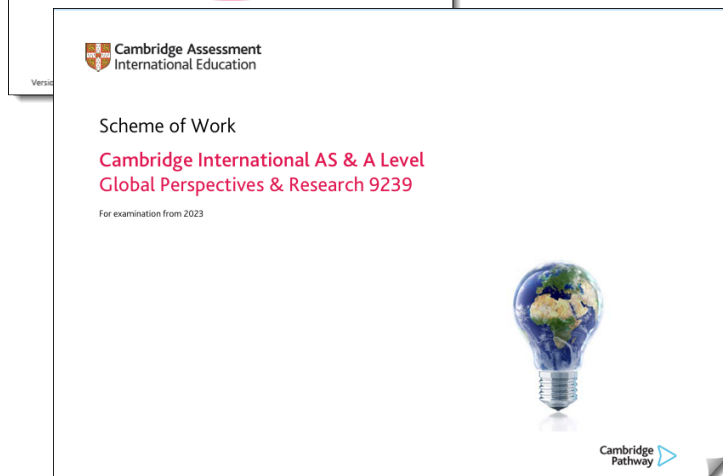


## Assessment objectives

The assessment objectives (AOs) are:

### AO2 Reflection

- acknowledge different perspectives and evaluate their impact on the learner's own standpoint
- consider the extent and limits of the learning and research that has been undertaken



For reflection candidates should note down their initial viewpoint regarding urbanisation (for or against increased urbanisation) Throughout this unit they should reflect on how different perspectives impact upon their personal viewpoint.

# Generative AI

# AI for increasing educational impact



- There are challenges and concerns around AI that, with the right support, we can navigate and overcome.
- AI has the potential to transform education by making learning more personalised, efficient and accessible.
- By starting small, using AI to automate tasks and focusing on personalised learning, teachers can add to their students' educational experiences.
- With the right tools and knowledge, AI can become an invaluable resource in your teaching toolkit, helping you to deliver lessons that are more engaging and effective than ever before.

[Getting started with AI in the Classroom](#)

# AI as a Classroom Tool – In Action

› Leading, learning and teaching with Cambridge

› Active learning

› Assessment for learning

› Behaviour for learning

› Curriculum

› Inclusive education

› Learner wellbeing

› Metacognition

› Oracy

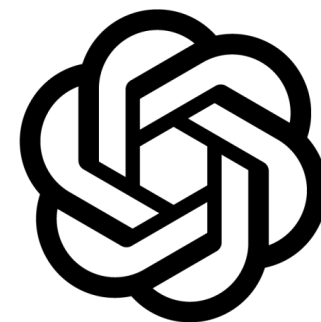
› Reflective practice and school evaluation

› Teaching with technology

## Getting started with AI in the Classroom



# AI as a Classroom Tool – In Action



# ChatGPT



**Cambridge Schools Conference, June 2025**  
Future-ready: preparing learners to thrive



I think megacities are bad for the environment.

Despite the merits of urban planning, I do think they increase the gap between rich and poor which can cause the rise of slums or unsuitable housing.

The increased poor populations in these areas has adverse effects on the environment as a result.

That's a valid concern—megacities can have significant negative impacts on the environment. High population densities often lead to increased air and water pollution, massive energy consumption, waste generation, and the destruction of natural habitats due to urban sprawl. Traffic congestion in large cities also contributes heavily to greenhouse gas emissions.

However, some argue that megacities, if well-planned, can actually reduce per capita environmental impact through efficient public transport, concentrated infrastructure, and shared resources.

Would you like to explore specific environmental issues caused by megacities, or how urban planning can mitigate them?

That's a thoughtful observation, and you're not alone in raising that concern. Urban planning, while aimed at improving infrastructure and livability, can inadvertently widen the gap between rich and poor if it's not inclusive or equity-focused.

Here's how that happens:

1. **Gentrification:** Redevelopment projects often increase property values and rents, pricing out lower-income residents.
2. **Unequal Resource Allocation:** Planners may prioritize wealthy areas for upgrades, while neglecting informal settlements or lower-income neighborhoods.
3. **Zoning Laws:** Strict zoning can limit affordable housing development, pushing low-income residents to the margins.
4. **Displacement:** Infrastructure projects like highways or commercial zones sometimes displace entire communities without adequate resettlement plans.

On the flip side, **equitable urban planning** can reduce inequality by ensuring access to affordable housing, public transportation, green spaces, and essential services.

Would you like examples of cities that have tried to reduce inequality through urban planning?





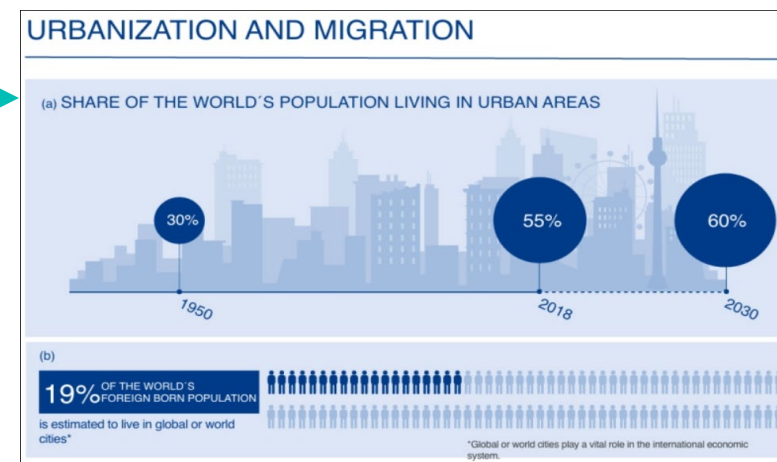
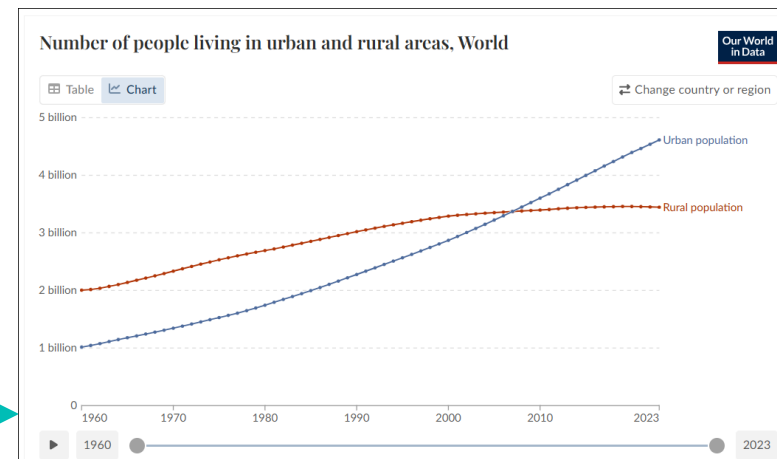
# AI as a Classroom Tool – In Action

Generate a list of reliable resources on urbanization and megacities

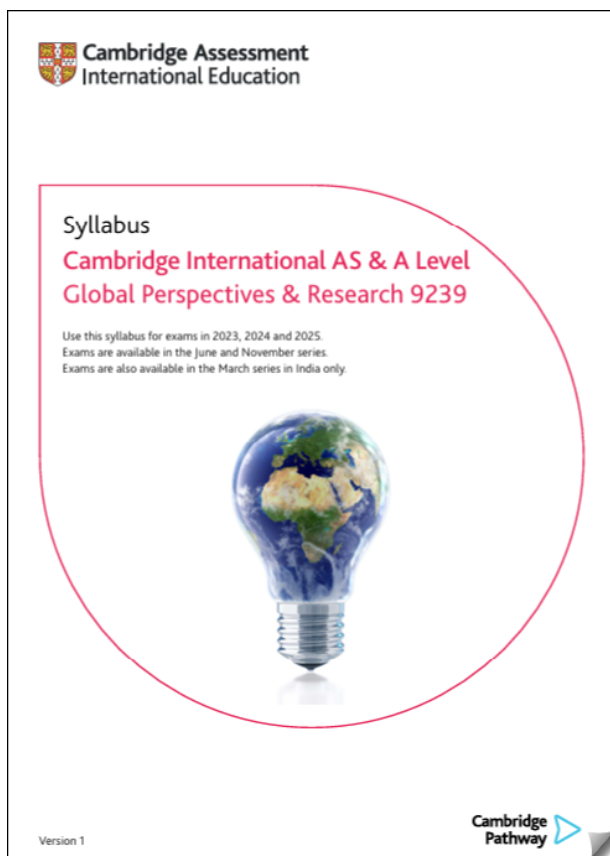
Here are some reliable resources on urbanization and megacities:

- **LabXchange**: Covers urban growth and sustainable development.
- **World Population History**: Explores the economic and social impacts of urbanization.
- **Our World in Data**: Provides data-driven insights into urbanization trends.
- **Fiveable Library**: Discusses urban sustainability and infrastructure.
- **National Academy of Engineering**: Examines megacities in the developing world.
- **Migration Data Portal**: Focuses on urbanization and migration patterns.
- **Royal Geographical Society**: Offers educational resources on urbanization.
- **Pressbooks**: Covers urban sprawl and sustainable urban development.
- **Population Reference Bureau**: Analyzes urbanization's environmental impact.
- **Wilo**: Discusses megacity dynamics and sustainability.

These sources provide a mix of academic, statistical, and policy perspectives. Let me know if you need something more specific!



# AI as a Classroom Tool – In Action



The aims are to enable students to:

- acknowledge and understand the diversity of perspectives on global issues
- develop the ability to evaluate claims and evidence
- become effective researchers, using appropriate sources to support judgements and understanding of research processes
- develop a range of effective written and spoken communication skills.

## AO1 Research, analysis and evaluation

- identify and analyse arguments, evidence and perspectives
- synthesise and evaluate arguments, evidence and perspectives
- locate through research a range of appropriate sources and perspectives

## AO2 Reflection

- acknowledge different perspectives and evaluate their impact on the learner's own standpoint
- consider the extent and limits of the learning and research that has been undertaken

## AO3 Communication

- produce structured, written arguments using appropriate terms and referencing where applicable

# What about GenAI sources? (1)

Detection is unreliable – need to upskill students in efficient/ ethical use of GenAI



AI Literacy and Skill Development

Critical Thinking

Ethical awareness

# What about GenAI sources? (2)

Acceptable use of GenAI to carry out research into a topic in preparation, quote briefly from AI-generated text within an essay, engage in critical discussion of the quotation

Yes

- Initial Research
- Generating Search Terms
- Exploring Concepts

Yes

- Visual Aids
- Brainstorming
- Learning Assistance

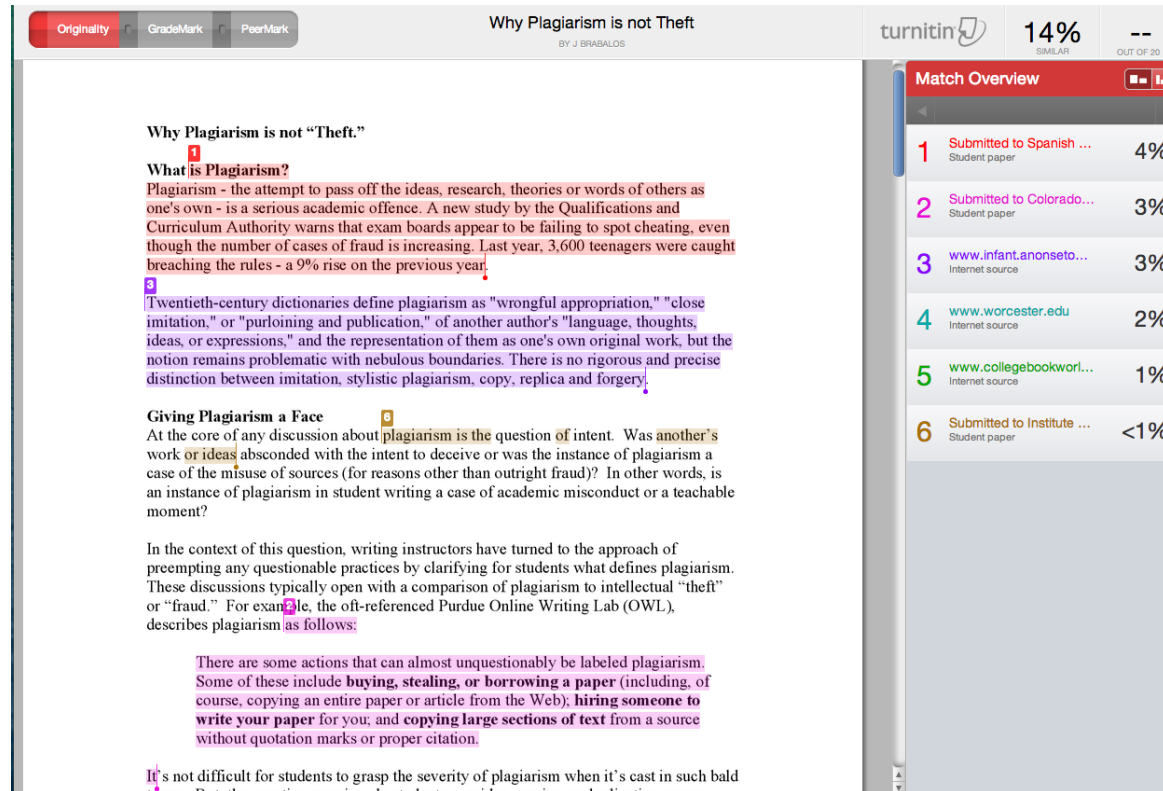
No

- Generating Entire Essays
- Plagiarism
- Ignoring Feedback

# What about GenAI sources? (3)

Cambridge international submits all scripts to Turnitin (i.e. similarity check and AI detector)

- Schools can use Turnitin and other originality detection software as teaching and learning tool
- No issue with resubmission of work to Turnitin by Cambridge international – results list name, date and 100% similarity



The screenshot shows a Turnitin report interface. At the top, there are tabs for 'Originality', 'GradeMark', and 'PeerMark'. The main title of the document is 'Why Plagiarism is not Theft' by J. BRABALOS. The Turnitin logo is in the top right, along with a similarity score of 14% and a status of '--'. Below this is a 'Match Overview' table with 6 entries:

Match Number	Source	Similarity
1	Submitted to Spanish ... Student paper	4%
2	Submitted to Colorado... Student paper	3%
3	www.infant.anonseto... Internet source	3%
4	www.worcester.edu Internet source	2%
5	www.collegebookworl... Internet source	1%
6	Submitted to Institute ... Student paper	<1%

The main text of the document is visible on the left. It discusses the definition of plagiarism and its various forms. Key phrases are highlighted in red and blue. For example, 'Plagiarism - the attempt to pass off the ideas, research, theories or words of others as one's own - is a serious academic offence.' and 'Twenty-first-century dictionaries define plagiarism as "wrongful appropriation," "close imitation," or "purloining and publication," of another author's "language, thoughts, ideas, or expressions," and the representation of them as one's own original work, but the notion remains problematic with nebulous boundaries. There is no rigorous and precise distinction between imitation, stylistic plagiarism, copy, replica and forgery.'

Turnitin And The Debate Over Anti-Plagiarism Software : NPR Ed : NPR

Thank you!

Questions?

**Cambridge Schools Conference, June 2025**  
Future-ready: preparing learners to thrive



# Your feedback

Please let us know your views  
on this session.

Thank you!

Scan the QR code and share your  
feedback with us



Context: Help students develop critical reading, analytical, and evaluative skills that will enhance their ability to understand and respond to complex texts effectively.

### Principal Examiner Component 1 (Written Exam) – Top Tips for students

1. Q1 - Read both the docs properly before you answer any of the questions. Don't read them too fast, because you will not get the subtleties of the texts.
2. Q2 - be aware of different types of evidence which might appear in the Document. Look at past papers to see what kind of types of evidence you might be expected to notice and comment on.
3. Q2 - make sure you explain WHY a particular type of evidence is a strength or a weakness, and make sure you comment on how the evidence impacts on the argument
4. Q3 - try to plan your answer carefully by reading both docs carefully and making notes on different components of the argument. Then find points of comparison or difference between the two documents. If you plan your answer carefully, it will be much better organised and easier to understand.
5. Q3 - make sure you include a clear and reasoned judgement about which document is stronger, or if you prefer, a clear statement about why you think they are equally strong.

---

**TASK:** Use 'Principal Examiner top tips for students' to share teaching ideas for class discussions.

---

#### 1. Emphasise Thorough Reading and Comprehension

Conduct reading sessions where students practise reading comprehension techniques. Use guided questions to help them identify key points and subtle details in the texts.

#### 2. Understanding Different Types of Evidence

Create a lesson plan that includes analysing past papers. Have students identify and categorise different types of evidence, discussing why each type is used and its significance.

#### 3. Evaluating Evidence

Use past papers / sample documents to practise evaluating evidence. Have students work in groups to discuss and present their evaluations, focusing on the reasoning behind their assessments.

#### 4. Planning and Organising Answers

Practise making notes on different components of the argument. Find points of comparison and difference. Provide templates or graphic organisers to help students plan their answers. Conduct workshops where students practise organising their thoughts and structuring their responses for clarity and coherence.

#### 5. Making Reasoned Judgements

Facilitate debates or discussions where students defend their judgments about the documents. Encourage them to use evidence from the texts to support their conclusions and to articulate their reasoning clearly.

## Principal Examiner Component 2 (Essay) – Top Tips for students

1. **Research topics to find issues that have global significance.**

The issue you select for essay focus should be contentious in that there are contrasting perspectives supported by a range of sources that respond to it.

2. **Your essay title must be in the form of a question that sets up a debate.**

The best questions are concise and clear for example 'Should countries continue to develop GM crops?'

3. **Keep focused on your title question** throughout the essay.

4. **Plan your essay carefully.**

There are ten different aspects for assessment and essays need to address all of the skills required. These need to be identified and clearly explained to students.

---

**TASK:** Use 'Principal Examiner top tips for students' to share teaching ideas for class discussions.

---

1. **Research topics to find issues that have global significance.**

Organize a brainstorming session where students can discuss and select their topics. Encourage them to use diverse sources such as academic journals, news articles, and expert opinions.

2. **Your essay title must be in the form of a question that sets up a debate.**

Have students draft multiple essay titles and peer-review them to ensure they are clear and debatable.

3. **Keep focused on your title question.**

Use graphic organizers (key visuals) or outlines to help students plan their essays. Conduct workshops where students can practice writing focused paragraphs.

4. **Plan your essay carefully.**

Conduct a step-by-step essay planning session. Have students create detailed outlines that address all the required skills, such as research, analysis and evaluation, reflection and communication.

## Principal Examiner Component 3 (Team Project) – Top Tips for Schools

1. **Content of Presentations:** Presentations of the team project must be individual. Also, candidates should not list their team members' perspectives, as this was a requirement of the old syllabus and uses valuable presentation time.
2. **Use of AI:** There has been noticeable use of AI in completing components, particularly in reflective papers. Centres need to check candidates' work for AI usage before submission.
3. **Voice Recordings:** Candidates should not speed up their voice recordings to fit within the 10-minute limit, as this can negatively impact the effectiveness of their presentations and their marks.
4. **Presentation Length:** Centres should avoid encouraging candidates to submit 8-minute presentations. Candidates should use the full 10-minute allowance to maximize the scope of their presentation. Presentations should not exceed 10 minutes, as solutions presented after the time limit may not be credited.
5. **Source Evaluation:** Sources should be evaluated and synthesized within the body of the presentation. Doing this in the reflective paper instead means candidates do not achieve marks for it.

---

### TASK: Use 'Principal Examiner top tips for schools' to share learning ideas for class discussions

---

1. **Individual Presentations:** Ensure your presentation is your own work. Team presentations are not allowed, and listing your team members' perspectives is unnecessary and uses valuable time.
2. **Check AI Assistance:** Be cautious about using AI to complete your work, especially in reflective papers. Your work should be your own to avoid any issues with authenticity.
3. **Natural Pace:** Do not speed up your voice recordings to fit within the 10-minute limit. Speaking too quickly can negatively impact the effectiveness of your presentation and your marks.
4. **Use Full Time:** Aim to use the full 10-minute allowance for your presentation. Submitting an 8-minute presentation can limit the scope of your content. However, do not exceed 10 minutes, as any content beyond this limit may not be credited.
5. **Evaluate Sources:** Make sure to evaluate and synthesise your sources within the body of your presentation. Doing this in the reflective paper instead will not earn you marks for it.

## Principal Examiner Component 4 (Report) – Top Tips for students

1. **Select an issue that is of real personal interest.** Students are going to be researching and writing about their chosen issue for a significant amount of time.
2. **Choose an appropriate research report title.** Students and teachers should use the Research Proposal form as a basis for dialogue through which the appropriateness of the title question can be tested. Does the question set up a debate between contrasting perspectives? Is there academic research to support contrasting perspectives? Can the title question be examined through different themes (or lenses).
3. **Use the research log to plan.** Set both broad research aims and key milestones or objectives. Record research notes. Also, students need to reflect on the research decisions they have made and detail any changes of direction. The research process can be organic and sometimes students will have to change direction or rethink their ideas.
4. **Plan your report carefully.** There are fifteen different aspects for assessment and reports need to address all of the skills required. These need to be identified and clearly explained to students.

---

**TASK:** Use 'Principal Examiner top tips for students' to share teaching ideas for class discussions.

---

1. **Select an issue that is of real personal interest.**  
Organize brainstorming sessions where students can discuss their interests and potential research topics. Provide guidance on how to narrow down their choices to issues with contrasting perspectives.
2. **Choose an appropriate research report title.**  
Use the Research Proposal form to facilitate dialogue between students and teachers. Have students draft multiple title questions and peer-review them to ensure they are debatable and supported by academic research.
3. **Use the research log to plan.**  
Provide students with a research log template to set broad research aims, key milestones, and objectives. Encourage them to record research notes and reflect on their decisions, detailing any changes in direction.
4. **Plan your report carefully.**  
Provide detailed rubrics and examples of well-structured reports. Conduct step-by-step report planning sessions where students create detailed outlines that address all required skills, such as research, analysis and evaluation, reflection and communication.