Global Perspectives
Individual Research Guide
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Welcome to Cambridge IGCSE Global Perspectives (0457) and to this Individual Research Guide. Our intention in this guide is to answer any questions you may have about the Individual Research element of the Cambridge IGCSE Global Perspectives course.

In Section A we look at how the Individual Research fits into the Global Perspectives course, its structure and how you, as teachers and facilitators, might approach developing the skills your students need to complete their Individual Research successfully and thereby achieve the learning outcomes. We also consider how you might encourage your students to build up their Individual Research so that their work takes shape over the duration of the course and they are not just rushing to complete it at the last minute before the submission date.

In Section B we look more closely at the assessment criteria and what you need to consider when assessing and submitting work for moderation.

In Section C you will find ideas and examples from the 20 topics to give you and your students further guidance on how to compile their Individual Research report.
Aims of Cambridge IGCSE Global Perspectives

This syllabus will appeal to candidates not simply because it will extend their understanding of the world, but also because it will develop their potential to understand different perspectives and to make reasoned responses; skills which will be useful in their study of other disciplines and for their life-long learning.

Candidates examine a range of global issues from a variety of different perspectives, drawing on a variety of subjects. Global issues should be explored from a personal, local/ national and global perspective, and could include almost any discipline, from the literary to the scientific, but should include a cross-cultural perspective.

Cambridge IGCSE Global Perspectives aims to develop learners who:

- are independent and empowered to take their place in an ever-changing, information-heavy, interconnected world
- have an analytical, evaluative grasp of global issues and their causes, effects and possible solutions
- enquire into and reflect on issues independently and in collaboration with others from a variety of different cultures, communities and countries
- can communicate sensitively with people from a variety of backgrounds
- work independently as well as part of a team, directing much of their own learning with the teacher as facilitator
- consider important issues from personal, local/national and global perspectives and who understand the links between them
- critically assess the information available to them and make judgements
- can support judgements with lines of reasoning
- have a sense of their own, active place in the world
- can empathise with the needs and rights of others

Focus of the Individual Research within Cambridge IGCSE Global Perspectives

In the Individual Research, the focus is on the transferable skills of:

- research
- developing lines of reasoning
- consideration of a wide variety of perspectives
- reflecting on own circumstances

Further clarification on what we mean by these is given in Section B. It is important to realise that, whilst necessary to complete the Individual Research, little credit is given for the amount of research done and information presented. What is more important is the quality of personal reflection in response to the information researched.
The requirements of the Individual Research

The Individual Research carries 40% of the total marks for Cambridge IGCSE Global Perspectives and it is teacher-assessed on an individual basis. A sample of Individual Research reports from a school is subsequently moderated by an examiner.

As stated in the syllabus, the requirements for completion of the Individual Research are as follows:

- Two research reports are carried out.
- The assessment criteria are visible in the work (NB Credit is given for the quality of personal reflection and response to the facts and information collected).
- The word length of each study is between 1500–2000 maximum for text only reports. A minimum of 750 words where candidates use multimedia.
- It is stored and submitted electronically.
- Reports can consist of multimedia communications and text or text only.
Structuring the Individual Research report

Different teachers and schools may structure the Individual Research report in different ways. From the 20 topics, you may only want to choose four to six, which you will look at from a variety of perspectives and spend a lot of time on over the course of the programme. (It is worth noting that it is expected that the Individual Research will take approximately 80 to 100 hours to complete, including work done both in and out of the classroom.) From these six, your students then choose two for their Individual Research and one for their Group Project.

You may feel that six is rather limited for the range of interests you have in your group, and choose 10 of the topics. Remember, it is not the content that is important, but the skills which are acquired when studying these areas and the application of these to any topic – the transferable skills. You may spend less time on more topics, but still need to develop the skills your students need to complete their Individual Research and the rest of the course. If you choose to study more topics, your students can have a greater choice of the areas they choose for their Individual Research.

To ensure you cover the assessment criteria you may wish to follow this suggested structure for each of the topics you decide to choose:
• Identify the area your students are going to study and get them to set a question, which can be answered in the rest of the work.
• Encourage them to give reasons for the choice of the topic/question. It may be a topic they are particularly interested in, or be about something that is happening in the world at the time, or something that affects their family or community.
• Allow time for them to research, ensuring they gather information from different perspectives/sources. There is a useful list of resources/websites on our Teacher Support website.
• Guide them in presenting the issues/information, showing different perspectives and the possible impacts at personal, local/national and global level.
• Show them how to analyse and evaluate the information, highlighting and ranking the key elements.
• Ask them to predict possible (future) scenarios and evaluate the likelihood of these scenarios and any effects.

Your students also need to:
• Identify possible course/s of action/solutions, which may or may not be successful.
• Provide a personal reflection on the issues, clearly showing their understanding of the information collected.

The Individual Research planning diagram (Figure 1) summarises the steps and can be used as a useful reference.
Figure 1 – Individual Research planning diagram

Identify the area of study and ask questions

What is the current situation in my country/the country I am studying/countries I am comparing?

What are the global influences on the situation?

How far does the global situation affect the national/local situation I am studying?

Are these effects positive/negative/a combination of both?

What might happen to the situation in the future?

How likely is this to happen and would it be a good idea?

Collect information to answer questions

Different sources — books, internet, CD-ROMs, television and radio programmes, questionnaires, interviews etc.

Different perspectives – local, national, global

COMPLETE RESEARCH PLANNING SHEET

Reflect and analyse the information collected

Identify and explain the conditions and causes of the situation you have investigated

Identify and evaluate possible future scenarios

Formulate possible course of action

What action might my government, my family or I take in response to future changes?

Personal response

What is my response to the information I have used and the things I have found out?

Complete self-evaluation form for the whole Individual Research
The role of the teacher/facilitator

The emphasis on active learning and creating independent learners is clearly stated in the aims of the course, but this does not mean that the teacher has no role, nor does it mean that he/she will not be needed to support and guide students throughout their studies.

It’s important that you, as the teacher/facilitator, help your students understand what the task they are doing is about and how they might go about collecting, selecting, questioning, reflecting on and presenting personal, local/national and global perspectives. You will need to develop their organisational skills and stress that all the research undertaken and work produced, once drafting has begun, must be their own. There is more guidance about plagiarism in Section B.

You may of course help your students to find and refine a suitable question/issue and to identify the main issues, different perspectives and possible courses of action in their chosen area. You may not, however, do any of the research for your students, prepare or write any notes or drafts for a student’s Individual Research, correct, suggest corrections to, or identify shortcomings in any part of a student’s written/electronic Individual Research notes or drafts or prepare any part of a student’s research.

By developing your own skills, you will be prepared to develop those of your students. The skills needed by teachers and students are listed below:

Planning
By planning how you might deliver a topic from the 20 topic areas of study, you can demonstrate to your students how they should go about planning their studies – the sample lesson plans in the Teacher Guide can help you with this, especially when embarking on this type of teaching for the first time. You can explain why you chose to deliver that topic at that particular time (something may have happened in the news in your country that triggers an interest in that particular area). Helping individual students put together a plan for their work at the start will reap rewards as students are clear about what they are trying to do from the outset (see the Student planning sheet in Section C).

Organising and managing
You will need to organise and manage your students’ production of their Individual Research reports by providing deadlines, helping them to set short-term goals, and managing their progress. You will need to ensure that students are directing their own learning appropriately and show them how they can organise and manage their work and themselves.

Collecting and selecting
Whilst collecting information is important, you need to encourage your students not to spend all their time doing this. Stress that selecting information from three or four sources is more preferable than spending time collecting information from too many sources so that information overload becomes a problem and they are unsure what to select. They should always bear their plan in mind and decide how and why a particular resource might help answer the question they have set themselves for that particular study. Teachers collecting resources can also take this guidance on board, and once again teachers are encouraged to use the lesson plans provided.
Not only will you be facilitating learning by making sure that equipment, rooms and internet access are available, you will also need to guide students in helping them to find out the answers to the questions they have, enabling them to become more independent learners.

**Questioning**
One of your main roles will be to ask questions which require students to think and to use their skills. They too will be asking questions about their particular topics and trying to answer these throughout their studies. Key question words when undertaking the work for the Individual Research will be: how, why, what, which, how do I know, what does this suggest? etc.

**Reflecting/evaluating**
In a course of this nature, students quickly become aware of their own strengths and weaknesses so it is important that you encourage them to reflect on these strengths and weaknesses, to help the progression of their work. We advise you to encourage your students to keep a record of the development of their ideas throughout the course (e.g. web log, scrapbook, diary).

**Presenting the Individual Research**
Presenting the Individual Research for assessment is the final step in the teaching and learning process. Presentations given by your students of the findings of their investigations will enable you to assess their work according to the assessment criteria, and it will be clear which part of the work addresses each criterion. Try to encourage your students to avoid presenting their work as an essay and advise them to explore alternative methods of presentation, for example, as a poster or series of posters, a PowerPoint presentation with notes, some audio or visual content with some text, etc. Try also to encourage your students to be concise.

**Assessing**
You will be providing formative assessment throughout the course. That is, you will make comments that show your students how they can improve their work. It is also good practice to share the assessment criteria with your students, enabling them to assess their own learning and identify how to access the highest marks they are capable of, so that their final mark does not come as a surprise to them. Once the Individual Research is complete, you will provide final assessment – more on this in Section B.

One of your roles as teacher/facilitator is to assess the final Individual Research submitted by individual students. The assessment criteria from the syllabus are given here, and further guidance on what is meant by the criteria is provided to enable you to share and explain these criteria to your students, so that they know what they are aiming to achieve. The words in bold are key when looking at which band to award for each criterion.
Individual Research assessment

A total of 80 marks will be available for the Individual Research, which will contribute 40% of the final mark.

Marks should be awarded, for each Individual Research, against the following criteria:

<table>
<thead>
<tr>
<th>Assessment Criteria</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gather and present information, representing different perspectives</td>
<td>10</td>
</tr>
<tr>
<td>Analyse issues within the topic as identified by the question posed for the study</td>
<td>10</td>
</tr>
<tr>
<td>Identify and evaluate possible scenarios and formulate possible courses of action</td>
<td>10</td>
</tr>
<tr>
<td>Develop an evidence-based personal response, demonstrating self-awareness</td>
<td>10</td>
</tr>
</tbody>
</table>

Marks will be awarded against each criterion using the statements within the bands on the next page.
## Individual Research criteria

<table>
<thead>
<tr>
<th>Assessment Criteria</th>
<th>Band 1 1–2 marks</th>
<th>Band 2 3–4 marks</th>
<th>Band 3 5–7 marks</th>
<th>Band 4 8–10 marks</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Gather and present information, representing different perspectives</strong></td>
<td>• presents <strong>limited, relevant</strong> information&lt;br&gt;• shows a <strong>limited</strong> use of resources&lt;br&gt;• gives <strong>few</strong> perspectives</td>
<td>• presents <strong>some relevant</strong> information&lt;br&gt;• shows <strong>some</strong> use of resources&lt;br&gt;• gives <strong>some</strong> perspectives</td>
<td>• presents a <strong>range of relevant</strong> information&lt;br&gt;• shows use of a <strong>range of mostly appropriate resources</strong>&lt;br&gt;• gives a <strong>variety of perspectives</strong></td>
<td>• presents a <strong>broad range of relevant</strong> information&lt;br&gt;• shows use of a <strong>range of highly appropriate resources</strong>&lt;br&gt;• gives a <strong>wide variety of perspectives</strong>, including global, local/national and personal</td>
</tr>
<tr>
<td><strong>Analyse issues within the topic as identified by the question posed for the study</strong></td>
<td>• identifies <strong>few relevant issues</strong>&lt;br&gt;• shows <strong>little analysis</strong> of the issues within the topic&lt;br&gt;• gives <strong>little</strong> consideration to the causes, effects <strong>and/or</strong> current situations</td>
<td>• identifies <strong>some of the relevant issues</strong>&lt;br&gt;• shows <strong>some analysis</strong> of these issues&lt;br&gt;• considers <strong>some of the causes, effects <strong>and/or</strong> current situations</strong></td>
<td>• identifies <strong>mostly relevant issues</strong>&lt;br&gt;• shows <strong>sound analysis</strong> of these issues&lt;br&gt;• considers the causes, effects and the current situations in <strong>some detail</strong></td>
<td>• identifies <strong>highly relevant issues</strong>&lt;br&gt;• shows thorough <strong>analysis of these issues</strong>&lt;br&gt;• considers the causes, effects and current situations in <strong>depth</strong></td>
</tr>
<tr>
<td><strong>Identify and evaluate possible scenarios and formulate possible courses of action</strong></td>
<td>• identifies <strong>few relevant possible scenarios</strong>&lt;br&gt;• shows <strong>little evaluation</strong>&lt;br&gt;• proposes <strong>few relevant courses of action</strong></td>
<td>• identifies <strong>some simple possible scenarios</strong>&lt;br&gt;• shows <strong>limited evaluation</strong>&lt;br&gt;• proposes <strong>some possible courses of action</strong> which are <strong>simplistic in approach and not developed</strong></td>
<td>• identifies <strong>a range of possible scenarios</strong>&lt;br&gt;• shows <strong>some evaluation</strong>&lt;br&gt;• proposes <strong>some appropriate courses of action</strong> which are <strong>sometimes developed</strong></td>
<td>• identifies a <strong>broad range of possible scenarios</strong>&lt;br&gt;• shows <strong>sound evaluation</strong>&lt;br&gt;• proposes a <strong>range of courses of action which are well developed</strong></td>
</tr>
<tr>
<td><strong>Develop an evidence-based personal response, demonstrating self-awareness</strong></td>
<td>• <strong>little</strong> evidence of a personal response&lt;br&gt;• <strong>little</strong> reference to the considered evidence&lt;br&gt;• <strong>minimal</strong> evidence of self-awareness</td>
<td>• <strong>some</strong> evidence of a personal response&lt;br&gt;• <strong>some</strong> reference to the considered evidence&lt;br&gt;• <strong>some</strong> evidence of self-awareness</td>
<td>• <strong>sound</strong> evidence of an appropriate personal response&lt;br&gt;• <strong>some</strong> reference to the considered evidence which <strong>sometimes</strong> justifies the response&lt;br&gt;• <strong>sound</strong> evidence of self-awareness</td>
<td>• <strong>detailed</strong> evidence of an appropriate personal response&lt;br&gt;• full <strong>reference</strong> to the considered evidence which <strong>fully</strong> justifies the response&lt;br&gt;• <strong>significant</strong> evidence of self-awareness</td>
</tr>
</tbody>
</table>
Study criteria

Gather and present information, representing different perspectives
Once students have chosen the topic for their study and set a question, which can be answered in the rest of their work, they then need to collect information to answer their question. This information should come from different sources and give different viewpoints. For example, you may have done some work on the Amazonian Rain Forest for the Area of Study, Biodiversity and Ecosystem Loss or Climate Change. The question a student may ask for their study could be, ‘How important is the continued existence of the Amazonian Rain Forest?’ Different perspectives may come from scientists, local people, government, tourists, etc.

Analyse issues within the topic
To analyse the issues within the study, students need to identify what the issues are, their importance to whom/what and what can be done about them, if anything. Students should pick a few issues and cover them in more depth than they would if they had chosen a number of issues. As well as considering the issues in depth, they also need to consider the possible causes of these.

Identify and evaluate possible scenarios
Once students have looked at the issues in detail, from the different perspectives, making sure that these cover global, national and personal perspectives, they consider possible scenarios. They could look at what might happen if, for example, the Amazonian Rain Forest did not continue to exist or what might happen if more effort was put into making sure it did continue to exist. This draws on their creative skills, allowing them to consider future possibilities. It is important that you encourage students to look beyond the current situation and identify or predict possible future scenarios. The meaningful question to be asked is: What would/could happen if/when…? In answering questions of this type candidates can show that they have really gained a grasp of the chosen area of study.

Formulate possible courses of action
Suggesting a way/possible ways forward would meet this assessment criterion. Answering questions like, ‘What could I/we/they do about it to prevent it/improve/ maintain …. how might we resolve, eradicate, promote, develop …?’ is a possible starting point. It is not essential for the proposals put forward by the student to be entirely successful as long as they have been formulated and developed in a logical way.

Develop an evidence-based personal response, demonstrating self-awareness
For this criterion, students decide how they feel about what they have found out, using their sources of information to give examples. It might be that they feel that a piece of evidence they want to use may not be reliable, and they could cite this, for example, using Wikipedia, as it can be edited by anyone and the information provided may not be reliable. Some government sites may be biased, for example, and students need to be encouraged to think about and discuss this. The student self-evaluation form, which accompanies the Individual Research, is also assessed using this criterion. There has to be evidence of
meaningful personal involvement throughout the study to meet this criterion and evidence for this can be linked to, for example, life at home, in school or in the students' own country or community.

What to avoid in the Individual Research

From experience so far in assessing the Individual Research, moderators have identified certain areas of concern. One of the reasons for producing this guide is to help you and your students be completely clear about how the Individual Research is assessed and how you can avoid the following pitfalls:

• whole topic areas being chosen rather than specific issues or questions to be answered in the study
• too much information gathering
• too much cutting and pasting rather than selecting information and using own words
• limited understanding, analysis, evaluation, reflection, selection, use of evidence and development of reasoning
• different perspectives mentioned in passing but not developed or used in coming to a judgement (see below)
• unstructured submissions, making assessment more difficult
• word limits being exceeded
• plagiarism
• candidates demonstrating limited understanding of future possible scenarios (and considering actual situations instead)
• judgement/evaluation being tacked on at the end rather than informing the entire study

Get it right at the start

It's important that teachers train students to frame questions which can be answered within an area of study, so as to avoid many of the common mistakes seen in Individual Research. For example, a study entitled ‘Water, Food and Agriculture’ is likely to lead to a student gathering as much information as possible about water, food and agriculture but is unlikely to help them to analyse, evaluate or reflect on any of these issues.

On the other hand, the question, ‘To what extent can water shortages be dealt with on an individual level?’ is likely to lead to students using evidence and information from a variety of sources in order to answer the question (which will involve analysis, evaluation, reflection, etc.). It should also encourage students to consider the extent to which national and global actions are necessary, and to weigh up the importance of actions at these different levels. This question might also stimulate the student to consider the different perspectives of people upstream who will benefit from a dam, and those downstream, who may find that their water supply is diminished. It could also encourage students to consider the different personal perspectives of people in countries where there is plenty of rainfall and those where there is very little rainfall, also considering their own situation and that of the community they live in.
Plagiarism

It is equally important that your students are aware that all the work they produce must be their own, and plagiarism carries serious consequences.

Any quotations must be marked as such, and sources must be acknowledged. Sources used must be listed in a bibliography. Cutting and pasting large chunks of another person’s work is plagiarism and is strictly forbidden. This includes cutting and pasting direct from websites.

Examiners would rather see a student’s own attempts to make sense of and reflect on an issue, even if the student finds thinking/writing in English problematic, than long paragraphs of work which have obviously been cut and pasted from another source. Candidates will need to sign a declaration statement indicating that the Individual Research is their own work. The teacher responsible will be required to countersign this declaration, verifying that regulations regarding plagiarism and the role of the teacher have been observed. This declaration must accompany the presentation of the Individual Research on submission for moderation.

Structure of the Individual Research for assessment/moderation

When students put their Individual Research together, they should ensure that each study is clearly labelled with the title/question of the study. As stated in the syllabus, there must be some extended writing, but this does not mean that all pieces have to be written essays. A study will be much more stimulating if it includes other ways of meeting the assessment criteria, for example, a poster representing the views of different people concerned with saving the Amazonian Rain Forest and why they feel it is important to them personally and/or globally, or an interview with different people about how they feel water shortages can be dealt with and whose responsibility it is in their country. Your students may like to voice their own opinions by creating a short podcast, which they can embed within their work. Including a transcript will help with assessment and moderation.

Further guidance on file formats/sizes and detail about submitting the Individual Research electronically can be found in a separate document, entitled, Guidance for Centres on the electronic submission of coursework.

You can use the following as a checklist for your completed Individual Research reports:
Individual Research checklist

- Is the Individual Research stored electronically so that it can be easily accessed for moderation?
- Does each of the studies have a title phrased as an issue/question rather than a broad area of study?
- Is the work clearly structured?
- Is the word limit adhered to?
- Is the study more than just an essay?
- Can all the files be accessed/opened? Are there transcripts in case an interview/DVD fails to open during moderation?
- Are all the digitally scanned photos/pictures accompanied by titles?
- Is there some extended writing?
- Does the Individual Research include an appendix showing the approximate number, and general goals, of internet searches made during the course, plus any other main resources that have been used?
- Has the teacher added a completed Individual Candidate Record Card to the individual candidate’s submission?
- Is there a Coursework Assessment Summary Form showing the marks awarded to all candidates?
You should now have a better understanding of what the Individual Research is and your role in developing the skills of your students to complete their Individual Research, as well as ideas about how your students might go about building their Individual Research. The assessment criteria should be clearer so that you can confidently assess your students’ work. This section considers some examples of possible Individual Research reports and some ideas on how students can present the findings of their research to avoid writing over long essays.

Example Individual Research report: Family and Demographic Change

Possible teacher brief – In this example the teacher has given the question to the student/s. You may prefer your students to come up with their own question based on the topic you have just delivered.

**Will global influences lead to the end of the traditional family in my country?**
We have spent some time discussing and understanding Family and Demographic Change. Now it is your turn to apply what you have learned to your Individual Research report. You are expected to collect evidence to answer the question: Will global influences lead to the end of the traditional family in my country?

You are also expected to consider possible scenarios that could be relevant to what you have found out. For this report, you are also expected to evaluate these scenarios and offer a range of possible courses of action to address family change. The actions should be at a range of scales (e.g. global to personal) and you should also try to express your own feelings on the issues you have analysed within the topic.

You should make sure that you include a variety of perspectives in your work, including global, local/national and personal.

**How to present your work**
All Individual Research reports must be stored electronically so they can be submitted electronically. You must have some continuous prose in your work and you should use other forms of presenting and evaluating your information. For example, you may wish to create a poster to promote a particular message, or record a radio programme role play, make a video, create an electronic presentation or write a blog. If you use any of these, you must embed them in the Individual Research report and make it clear how they relate to your research question.

You must include personal reflection in your work, i.e. what your opinions and thoughts are about the information you have found out. You should consider and discuss the reliability of your findings as well as any personal feelings you may have.

You must also reference your work, using footnotes, and include a bibliography at the end of each Individual Research report.
### Individual Research planning diagram – example for Family and Demographic Change

#### 2 x Individual Research report

<table>
<thead>
<tr>
<th>Identify the topic and ask questions</th>
<th>Gather information to answer the questions posed</th>
<th>Reflect on and analyse the information gathered as identified by the question posed for the study</th>
<th>Formulate possible course of action</th>
<th>Personal response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Will global influences lead to the end of the traditional family in my country?</td>
<td>Different sources – books, internet, CD-ROMs, television and radio programmes, questionnaires, interviews etc.</td>
<td>Identify and explain the causes of changes in the family, the effects and the current situations</td>
<td>What action might my government, my family or I take in response to future changes in family structure?</td>
<td>What is my response to the information I have used and the things I have found out?</td>
</tr>
<tr>
<td>What is the traditional family structure in my country?</td>
<td>Different perspectives – local, national, global and personal</td>
<td>Identify and evaluate possible scenarios for the family in my country</td>
<td>What possible solutions might address the changes/scenarios?</td>
<td>What have I learned?</td>
</tr>
<tr>
<td>What are the global influences on the family (TV, film, internet, global economy, politics)?</td>
<td>COMPLETE RESEARCH PLANNING SHEET</td>
<td>What are the causes, effects and current situations?</td>
<td>How might these courses of action address the changes/scenarios?</td>
<td>What might I do differently and how?</td>
</tr>
<tr>
<td>How far do these affect the family and cause change?</td>
<td></td>
<td>What could possible scenarios be?</td>
<td></td>
<td>How has what I have learned affected my personal perspective and why?</td>
</tr>
<tr>
<td>Are these effects positive/negative/a combination of both?</td>
<td></td>
<td>How likely/unlikely are these?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>What might happen to family structure in the future?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>How likely is this to happen?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Choose a question to focus the Individual Research report. In this instance: will global influences lead to the end of the traditional family in my country?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Examples of possible Individual Research reports

Students might then produce:

• a diagram showing the influences of global issues on the family over a period of time looking into the future and embed this into the continuous prose
• a summary of some changes in family structure in their country and what this might mean for them in the future as part of the continuous prose
• a podcast and transcript of a role play interview with a local official about how families are changing, how they might continue to change, and what the effects of this will be
• a written report/blog comparing what measures are being taken locally and at a national level to support the family in their own country and one other country
• a poster advertising what their country is doing to support families in comparison with other countries as part of the report, referred to in the continuous prose
• a powerpoint presentation given to a group of peers about how different family structures might be in the future and why this has come about
• a letter/email to a government minister describing their findings and outlining what the government might do to help support the families within their community
• detailed digital photographs of an exhibition or poster showing the different perspectives of how the family has and might change (together with written commentary)
• audio file and transcript of a radio programme explaining their reasoned point of view as to whether global influences have or might change the structure of the family

It is not necessary to include all these. The Individual Research report should be in continuous prose with other media embedded and referred to.
Example levels of response: Family and Demographic Change

Below are some examples of the type of response students might provide at different levels for the Individual Research report example on Family and Demographic Change. Notice how the question changes according to the band, from 'what?' to 'how?' This shows how important it is for your students to have a clearly focused title.

Example A: What are the global influences on the family (TV, film, internet, global economy, politics)?

Band 1: Simple or little analysis/interpretation with little consideration to the causes, effects and/or current situations

Western films and newspapers.

What global influences are affecting the family in my country?

Foreign companies bringing in different products like McDonald’s and Coca-Cola.

The internet.

Band 2: Some explanation identifying some causes and effects and/or current situations

The internet allows people to see other lifestyles in different countries and they may think some are better than theirs.

Films about different countries can give people ideas about living in a different way. They may want that lifestyle, not their own.

Companies from abroad sell new products in my country e.g. McDonald’s and this can change the way my family eats – we eat more fast food now than before and not all together at dinner.

Companies from abroad locate in my country and provide jobs. This is the reason my father does not live with us, because he works in a factory in the capital. He sends back money. We don’t see him very often.
Many foreign companies are located in cities where I live. People move to the cities to work so families can be separated.

Social networks like Facebook show people what it's like to live in different countries. Sometimes people want to have what they see others having, including a different family life.

How do global influences affect my family?

My dad doesn't live with us during the week as he has to work in a city, but he comes home at weekends. This is happening more and more in my country.

Films about life in different countries can make people want to have a different life. They may think it's better to live on their own and they leave their family.

Key
Factor influencing family
Link between factors
Band 4: More complex links made, thorough analysis and causal connections developed

Globalisation of manufacturing and jobs means that lots of foreign companies are found in the cities in my country. People move to the cities looking for work and leave their families, so this could be why there are fewer extended families.

Development – as my country has got richer due to more industry and companies from abroad providing jobs and wealth, more people are able to get a good education and women especially can get jobs. This makes birth rates go down so family sizes are getting smaller because more and more women might prefer to work than have lots of children.

How do global influences affect the family in my country?

The media – we can watch news from around the world and satellite TV means we can watch more Western programmes. This can make different lifestyles more attractive so people could reject their own culture and not want to live in traditional family households. Western films can also affect us in this way, especially young people who want a different way of life.

The internet allows people to find out about new places and see what it must be like to live somewhere else. This can encourage people to migrate to cities and sometimes abroad. This can affect how a family is structured, for example, I now live with my grandparents because both my parents work in the Middle East. I see them once a year but email them every week. We used to live together in the city but I moved with my sisters to my grandparents’ house in the countryside when they went abroad.

Key
Factor influencing family
Link between factors
Example B: How far do global influences affect the family and cause change?

In this example, it is clear to see how the student goes from a simple response in Band 1 to one that identifies simple explanations/causes for Band 2, and makes more complex links to be awarded marks in Band 4.

**Band 1: Simple or limited analysis/interpretation data OR a basic comparison (lacks any explanation)**
- The graph shows that more people are living alone.
- In India more people live in extended families than in the UK.

**Band 2: Some explanation identifying some causes, effects and/or current situations**
- The graph shows that more people are living alone than 20 years ago. This could be because divorce is now more acceptable and also because people are migrating all the time away from their families to find work either in large cities or abroad.
- In India more people live in extended families than in the UK. This is probably because the family is more important in India and when a woman gets married she goes to live with her husband’s family. In the UK family this is not seen as important.

**Band 3: Some more complex links made and causal connections sometimes developed**
- The graph shows that more young people are living alone than 10 years ago and there are fewer people living in extended families. This could be because more people are migrating away from their families, especially in rural areas, to go and live in cities where they are looking for work. In many cities multinational companies from abroad like Nike and Samsung have set up factories bringing jobs.
- Living conditions are probably not as good in rural areas so people move to cities to get work and send home money to their families. People see adverts for jobs on TV and also city life looks exciting and better. They may even go abroad to work – they could have seen pictures of life in other countries on TV, in the cinema and even on the internet. They are attracted to it, so they leave their family and look for work.

**Band 4: Causes, effects and current situations considered in depth**
- The graph shows that 10% more young people between the ages of 18 and 25 are living alone than 10 years ago and only 1 in every 10 families in the UK is classed as an extended family. This is probably because people are migrating away from their families to go to work in cities as there is little possibility of work in rural areas. Young people also value their independence and move away from home to go to university as well as to work or to travel and rarely do they return home to live.
Globalisation means that people are mostly free to live where they want to. Many dream of a fuller life where the opportunities are greater. They see what they may be missing on the TV or in films and to a large extent social networking has made many people realise that they can have a better life away from their families. They may be able to earn more and send a large part of what they earn back to their families to help them out of poverty. The family is not as important in the UK as it is in India. We have seen that there are more extended families in India. This might be because culturally it is expected that the family looks after the elderly members. There isn’t the same provision for elderly people within society as there is in the UK with the National Health Service.
Example C: What might happen to family structure in the future? How likely is this to happen, would it be a good idea and what possible courses of action exist?

Band 1: Limited number of relevant scenarios, mainly descriptive, little evaluation and few relevant courses of action
- I think that the traditional family will be less important in the future because things are always changing.
- I think the UK will become more like India and have more extended families. This is good because elderly people won’t need the National Health Service as much.

Band 2: Some possible simple scenarios; limited evaluation and some possible courses of action which are simplistic in approach
- I think that the traditional family will be less important in the future because there are fewer people living with relatives; this is because our country is becoming more developed and we will need to build more houses.
- I think the UK will become more like India with more people living with their families because it is getting more expensive to live on your own, especially if you are an old person. We need to make it cheaper for old people to live on their own.

Band 3: A range of possible scenarios, some evaluation and some appropriate courses of action
- I think that the traditional family will be less important in the future because if you look at the statistics I found, you can see that there is a downward trend on numbers living with relatives. This is linked to how developed our country is becoming and traditions seem to be becoming less important. Because of this there is the need to build more houses and provide services for the new communities that will exist in the future.
- I think the UK will become more like India with more people living with their families because it is getting more expensive to live on your own, especially if you are an old person, and families may want to look after grandparents. This seems more likely because the cost of living is really high for pensioners now. If it were cheaper for old people to live on their own, then more would probably do so. Reducing fuel prices and water rates might help with this.

Band 4: Broad range of scenarios based on evidence and sound evaluation
- I think that the traditional extended family in our country will be less important in the future. This is because, if you look at the statistics I have found, especially the data from the national statistics department on the number of people living per household, you can see that there is a downward trend on numbers living with relatives, especially in cities. This is linked to how developed our country is becoming and old traditions seem to be becoming less important. Influences from outside our country like film and the internet show people different ways of living and it makes it look glamorous. Also in the cities it is more difficult to live with a large family because of the lack of space. I think there will be a difference between
countryside and city areas, with quite a lot of people still living with their extended family in the countryside, because it can provide security for old people if their children are nearby and also it can provide money for the family as those people who work can support everybody. We therefore need to ensure that services are available to help extended families and maintain traditional values. Services could include home help, meals and shopping delivery and reduced fuel bills.

- I think that we will see more nuclear families, especially in urban areas, as people have fewer children and more women get an education and start to work. They will not want to have lots of children even if they get married because they will want to use their education and have a career as well, and it is difficult to do this if you have lots of children. I think this is increasingly likely because if you look at the statistics I found you can see that there is an increase in smaller family size in city areas like the capital. This is also a very wealthy place where there are lots of job opportunities provided by foreign firms and also national companies. One way of encouraging women who want careers to have children is to ensure that there are benefits such as flexible working hours, childcare provision and entitlements such as reduced fuel bills. This will help them out financially and also make it clear that having children is valued within society.
Further examples

Students may come across a graph that they can use in their Individual Research and use this as evidence, as in this example, where they are clearly discussing the issue:

This graph shows that since the 1970s the number of people living in the average household has reduced from 2.9 to 2.3 in 2002. This could mean that people are having fewer children, but also that more people are living on their own and not getting married or living with a partner. It could also mean that more families are splitting up and parents are getting divorced. In some parts of the world, where religion is less important and laws have been passed, it is easier to get a divorce. Also, as countries become more developed, more women have more careers and fewer children because they may wait until they have a career first.

Or explain what some statistics they have found might mean, for example:

Statistics show that there are increasing numbers of people living on their own (23% of the population in 1979 to 31% in 2002). It also looks like more families are splitting up, and increasing numbers of single parents are looking after children, so it seems that the nuclear family is reducing. The pie charts below show this – there is an increase from 1971 of the number of parents living alone with dependent children. There is also a decrease in the number of married people with children between 1979 and 2001 – 31% to 21%. 25% of children live with one parent. Also there is an increase in the number of children who live with a step-family when people get remarried. This links to what was said about divorce earlier.

Possible scenarios

If we continue driving cars, which are more than 10 years old, which cause more pollution than newer cars, and if the number of people who buy vehicles which work with gasoline or diesel increases, there will be further emission discharges, causing the greenhouse effect and this could have real consequences on our surroundings, for example, global warming, climate change, the extinction of plants and animals and no fertile soil for the growth of crops. We will, therefore, eventually not have enough food to eat and may eventually become extinct ourselves!

If everybody lived longer, there would be more elderly people in the world and this would mean a greater burden on the government to provide adequate health care and pensions, and if they continued to work until they were 70, fewer jobs would become available for the younger generation...
Personal perspectives

I can say that I contribute a lot to the excessive use of diesel and this is because both my parents have a car each and we usually use them every day to get around our city. They drive me to school and then go to work in them. They work in the same place, so could really go together, but my mother finds it more convenient to take her car as she sometimes leaves earlier than my father. The total time we spend in the car is approximately 1 or 2 hours per day, which is a lot, and I now feel that we abuse our environment because whilst we are in the car, we are polluting the environment. Even though I am aware of the problem, I still continue to use it instead of finding alternative means of getting around.

I’d like to live longer so that I can see what the world will look like, and I’d like to see my children and grandchildren grow up. I can then tell them about the world I grew up in and how different it was. However, I may need to change my lifestyle if I’m going to be able to do this. At the moment, I certainly eat too much fast food and don’t do nearly enough exercise.

Possible courses of action

All countries should start to invest and to focus their economies on alternative fuel sources and start to give them more importance than the one given to oil, in order to avoid a worldwide crisis. In Mexico, some car manufacturers are trying to introduce hybrid cars and the government needs to try to create awareness about them so that the people are encouraged to buy them. The trouble is that they are expensive; this means that only those that can afford them will buy them and this won’t make any significant difference, which will probably lead car manufacturers to stop investing in this market in Mexico.

There needs to be a worldwide focus on healthier eating and governments need to ensure that only healthy foods are produced and that these are affordable like fast food is now. Advertising could play a part in this and the same type of adverts used for cigarettes and alcohol might get the message across in my country, as fewer people now smoke than did 20 years ago. Exercise is another key factor in healthy living and a system of rewards for those that exercise could be introduced.

Evidence-based personal response

After everything I have found out, I can conclude that I am very worried about the future of the next generations, because it is very probable that the greenhouse effect gases will increase the world’s temperature, there will be more precipitation, and the level of the seas will increase, probably to reach the rivers, causing sea water to mix with fresh water, leaving us human beings with a lower amount of drinking water.

I have discovered a lot about how we might live longer and I am concerned that more people might die too young, because they are obese, eat unhealthily and do no exercise; three things which I have learnt might shorten my lifespan and the lifespan of my friends and family.
Example Individual Research titles

The content of the Cambridge IGCSE Global Perspectives course is not prescriptive, and teachers and students may choose which topics they wish to pursue, and formulate their own questions for their Individual Research report. However, a few examples are given here that may guide you when designing questions and/or advising your students about the types of issues/questions they need to come up with to make their Individual Research reports more focused.

The associated topics are listed in brackets.

- ‘How far do global influences affect the family and cause change?’ (Family and Demographic Change).
- ‘To what extent can water shortages be dealt with on an individual level?’ (Water, Food and Agriculture).
- ‘How important is the continued existence of the Amazonian Rain Forest?’ (Biodiversity and Ecosystem Loss, Climate Change, Humans and Other Species).
- ‘How does a certain belief system impact on the way an individual lives his/her life?’ (Belief Systems).
- ‘How does the Global Recession affect my chances of employment?’ (Employment).
- ‘How does homelessness affect children?’ (Urbanisation; Poverty and Inequality).
- ‘How does global mobility affect a country’s culture?’ (Tradition, Culture and Identity).
- ‘What impact might free, compulsory education have on my future?’ (Education for All).
- ‘How does education contribute to a longer life expectancy?’ (Education for All, Disease and Health).
- ‘How important is the use of renewable energy instead of fossil fuels?’ (Fuel and Energy, Climate Change, Biodiversity and Ecosystem Loss).
- ‘How does war and conflict affect the population of a country?’ (Conflict and Peace).
- ‘How has the internet transformed the world we live in?’ (Language and Communication, Technology and the Economic Divide).
- ‘How does a legal system affect human behaviour?’ (Law and Criminality).
- ‘How has the Olympic movement contributed to global well-being?’ (Sport and Recreation).
- ‘How are people disadvantaged because of where they live?’ (Trade and Aid, Transport and Infrastructure, Poverty and Inequality).
Designing your own exemplar materials

When looking at producing your own exemplar materials, you may find the diagram below a useful guide as it leads you through the key stages of an Individual Research report. You may also like to give your students a copy of this to help them when they are designing their own Individual Research reports.

**Collection**
- Choose topic (from the 20 in the syllabus)
- Identify question for investigation (at personal, local, national and international levels)
- Decide how best/where to find the information
- Collect information

**Questioning**
- Question the sources of information (how reliable?)
- Question meaning and how information influences a perspective (how opinion formed/changes according to information found)
- Identify key issues (what are they?)
- Think about what further information you need

**Reflection**
- Look at impacts and implications of the perspectives at local, national and global levels (what might happen?)
- Reflect on actions that can make a difference (why/how might they make a difference?)
- Reflect on your own views (beliefs and values) and consider if they’ve changed (what’s changed them?)
- Make a judgement based on the evidence collected

**Presentation**
- Select and organise information (clearly structure your work)
- Choose presentation style and format
- Bring together evidence to support any judgements (refer to evidence)
- Produce Individual Research report in continuous prose with other media embedded and referred to
Planning sheet for students

Copy this planning sheet and use it to plan your Individual Research.

Name: ..................................................................  Class: ....................................................

Individual Research title: ...........................................................................................

What question do I want to ask?

Where will I find the information to answer my questions?

How will I analyse the information?

How will I identify and evaluate possible scenarios?

Possible scenarios

Evaluation of scenarios

Possible courses of action

Personal response
What have I learned?
How has what I have learned changed my opinion?

This planning sheet is for use by teachers and students to help design each Individual Research report. It DOES NOT need submitting with the completed work.
GLOBAL PERSPECTIVES

EXAMPLE

INDIVIDUAL RESEARCH

Topics:
• Fuel and energy
• Climate change

Questions:
• What are the consequences of the excessive use of petroleum and gas, and how can these be avoided?
• What and how do humans contribute to Climate change?
Fuel and energy – What are the consequences of the excessive use of petroleum and gas, and how can these be avoided?

I chose this topic because it is present in all our lives. Fuels and energies are necessary for most human actions, and they are a very important factor in the economy of the world. The energy in the world is concentrated on petroleum and gas industries. The consequences of the excessive use of these substances have turned harmful for society, economics and biodiversity. So, is gasoline the best option, than alternative fuels, to protect the climate and our health?

It is important to be aware of the present and future consequences of the use or abuse of the car. This has the objective of creating awareness of human actions that create some of the problems (such as pollution, which finally leads to climate change) we are facing nowadays, and the ones we are going to face.

Global Perspective

“The United States of America is the third country which produces the most crude oil, after Russia and Saudi Arabia and before Iran and china.”¹

Ethyl Alcohol or better known as Ethanol can be used as a bio-fuel, an alternative to gasoline. The procedure and manufacture of this fuel is very easy, and it can be produced from corn. “The U.S. and Brazil are the world’s two biggest producers of ethanol. In 2006 the production was of 13.5 billion gallons.”²

Michigan State University patented the Cellulosic Pre-treatment, this process was developed by Bruce Dale (professor of material science and chemical engineering) and Mingu Lau, a doctoral student, it consists of pre-treating

²Biofuel Could Eat Brazil’s Savannas & Deforest the Amazon. Available at: http://www.huffingtonpost.com/chris-mcgowan/biofuel-could-eat-brazil_b_64466.html. (Retrieved on:2 february-09).
the corn-crop waste, especially corn stover (leaves, cobs, stalks) with Ammonia Fiber Expansion (AFEX), instead of using conventional enzymes, this new treatment is 75% more efficient. Ammonia makes the breakdown of hemicelluloses and cellulose, in plants, into fermentable sugars, and then, fermentation should take place, to finally convert the corn stover into ethanol without adding any kind of nutrients. Before this discovery, it was believed that waste corn needed nutrients to achieve fermentation.

This means that The U.S. has been trying to use other kinds of fuels, and even better ones (because they are renewable fuels), such as the E85 (15 percent gasoline and 85 percent ethanol). Bio-fuels are very good options to replace gasoline, but they also have some problems. Ethyl alcohol is a good idea to avoid polluting our environment, but Brazil, which is the country that produces the most quantity of ethanol, to use as fuel, has faced an important problem. As ethanol is extracted from corn, in the U.S, and from sugar cane, in Brazil, it is very possible that the production of this bio-fuel could finish crops and also “deforest the Amazon, the last one has is not a possibility, the results are now visible”\(^3\). These are not the expected results, because we may decrease the pollution generated by gasoline or diesel fuel, but it has created another problem which is hunger and biodiversity and ecosystem loss. But if we are only talking about corn waste, this could be a very interesting discovery to create a bio-fuel and use it, but do not abuse this natural product.

**National Perspective**

From a National perspective, in Mexico, the political party “Partido Verde Ecologista de México”, made an initiative to excuse the possession payment (.16% of the total cost of the car) to all people that bought or owned a new car, that has an internal combustion motor or a motor driven by hybrid cars”\(^4\). Nowadays, there are only two car brands with hybrid cars, Honda, with a car called Civic, which price is of 294, 500 pesos, and The MHD, with the Smart

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\(^3\) IBID

\(^4\) Since January 1\(^{st}\), 2009. This initiative was accepted by the “Comisión de Hacienda de la Cámara de Diputados”
Fortow, which price is of 15 thousand dollars (See Appendix 2, image 0.1).

The Mexican government must be working with car brands to bring to Mexico new cars which have new technologies, and use alternative fuels, which pollute less. But the truth is that the Mexican government is not really helping to decrease pollution or to help the country’s economy, making Mexico invest in other kinds of fuels, to stop being independent of a non-renewable source, such as petroleum. The Organization of the Petroleum Exporting Countries (OPEC) said that reserves of oil could last for 80 years and that the reserves from non OPEC’s reserves could last for 20 years).

With all these actions we can see that maybe the fact of being a developing country affects our culture or our way of thinking, because neither the people who really can choose to state new reforms or new laws to avoid air pollution produced by cars nor the ordinary citizens are in a good availability to change their way of life to avoid using a lot of cars, or to create new reforms in order to have citizens buy the new technology, which at the end can be very useful because you can save money, by not buying so much gasoline, and because we could pollute less.

**Personal Perspective**

In my own personal perspective I can say that I contribute a lot to the excessive use of gasoline and this is because my parents have 2 cars and we usually use them to move around the city. We use them to transport ourselves to school and the school bus takes me to College, my parents also use their cars to go to work, to go to the gym, to go to the supermarket; to go to restaurants or to friend’s houses. The total time we spend in the car is approximately an hour per day, and if there is traffic it makes the journey longer. The truth is that we abuse cars and our environmental resistance to air pollution, the car exhaust is polluting the air and even though there is awareness of this problem, and people know what is going on, there is shown very little response. So I think that I need to stop being like most of the people and make some changes in
my life. And what I could do about this is to use the car less, and maybe stop going to some places if it is not really necessary.

Possible Scenarios

If people continue using old cars, which pollute a lot more than the new ones, or if people use their cars a lot, and if more people buy more vehicles which work with gasoline or diesel, there will be lots of gas discharges of greenhouse effect and for instance there will be real consequences on our surroundings, global warming, climate change, extinction of plants and animals, decrease of potable water, no fertile soil for the growth of crops, melting of Antarctic and Arctic and the increase of the level of sea water into others. All these effects have a huge probability to happen, and the outcomes, for humans, will be catastrophic because we will not have the necessary amount of water to drink, also we will not have enough food to eat, because many animals will be extinct and the success of agriculture is going to be very difficult, because the soil will lose lots of nutrients and the world economy will have dramatic repercussions because it is based on oil. So everything points to a world economic crisis, and, as a result, more wars. But the wars over natural resources will not be only for oil, they could be for fresh water, which mean rivers.

I think that it’s very dangerous that we’re taking this path, which is very risky. Because before countries are going to start fighting for fresh water the citizens and the people will be the first to suffer and to fight for water, so maybe the crime rates will grow and this will be very dangerous for all the countries, because if now that all the world is in a recession, crime will be more present because many people can’t afford buying neither meat, nor chicken nor rice; imagine how it will be when all the powerful countries will be fighting for water, as always the most affected will be the citizens and life will be very difficult, because the new generations will be worrying about how the water they drink is not necessary for being hydrated or how good it could be to take a shower.
Possible courses of action

All the countries should start to invest and focus their economies on alternative fuels and start to give them more importance than the one given to oil, in order to avoid a worldwide crisis. In Mexico the automotive fuels most used are gasoline and diesel, which pollute a lot, and endanger our health and as some car brands are trying to bring to Mexico hybrid cars, the government should try to create awareness in citizens, to buy these new cars, with better technology, which represent a saving, but also decrease air pollution. But the problem is that these cars are quite expensive, and most Mexicans can’t afford one, so the mainly benefi ciated people are of the middle class. This means that even though some people buy these cars, there will not be any significant difference, which will probably lead car brands to stop investing in hybrid cars.

In a personal perspective, I think that I should use the car less, and start to use more public transport, because this way my car would not be polluting, and the buses, or the “Metro-Bus”, transport a lot of people and do not pollute as much as cars do. For example, there is a group of 50 friends, they want to go to the movies and 10 of them have cars, and they could transport all of them. If they choose the cars they will pollute more than if they just take the Metro-Bus (See Appendix 2, image 0.3).

Personal Response

After all that I have searched and said I can conclude saying that I am very worried about the future of the next generations, because it is very probable that I am going to die before 2089 and while I’m still alive there will be oil, but the truth is that the greenhouse effect gasses made worse by the use of petroleum and gas will increase the world temperature, there will be more precipitation, and the level of seas will grow, and it is very probable that sea water will arrive at rivers and salt water will get mixed with pure water, leaving human beings with a lower amount of drinking water. This worries me a lot, because I don’t understand why countries are neither thinking in the near future
nor in the distant one. For the common good, all countries should create new laws to avoid the excessive use of automotives using petroleum and diesel and they also should encourage the citizens to buy cars with alternative fuels or Bio-fuels so that there could be a stop to the growth of global warming and climate change.
Climate change – What and how do humans contribute to climate change?

Human activities are responsible for many of the climate problems we are facing. People made road transport necessary for daily life and movement around the city. “The most polluting activity that a human can make is to drive a car.” Usually the emissions from one car do not pollute a lot, but when we are talking of countries, with cities where a lot of people live, the gas emissions are very high. The pollution caused by car’s exhaust leads to bigger problems than just pollution, it isn’t healthy for any living beings, so many plant and animal species get extinct or threatened and humans can develop serious diseases.

Climate change is due to the Greenhouse effect (See Appendix 2, image 0.4), which is a natural phenomenon, when there are “greenhouse effect gases”, the reflection of sun light (infrared radiation) is transformed into heat, so the greenhouse gases do not allow heat to return to the space, absorbing it, and this generates more heat on Earth, causing Global Warming. The Greenhouse Effect is used to warm the earth, but humans have been inducing this effect to be stronger and to generate more greenhouse effect gases, making the earth’s temperature hotter.

Global warming has raised the average temperature of the world, because of this; glaciers are melting, so the sea level will increase, because ice bodies are melting and because the sea absorbs heat, so water expands. Global warming has also been caused because of the evaporation of superficial water bodies (also increasing temperature), the increase of the amount and frequency of precipitation, hurricanes and storms; evaporation will also cause a decrease in the soil’s humidity and nutrients are lost (See Appendix 2, images 0.5 and 0.6).

If the Earth is warmed up, the glaciers of mountains and the caps of the ice of the North Pole and the Antarctic would be fused and increase the sea level by 30 cm. Scientists predict that for the year 2050, all the glaciers will be

6 CO₂, CH₄, H₂O, O₃ and CFC’s
completely fused.

Scientists have been responsible for the technology, including great things, facilities and helpful developments, but they are also responsible for discoveries that are overused, or used for bad means, for example, the Atomic bomb. Society also overuses materials and machines that affect our surroundings, so the entire world is responsible for pollution, but we are going to focus on greenhouse gases emissions. We need to know more about different perspectives to reach a balanced approach of the situation.

**Global Perspective**

The World Meteorological Organization made an organization called the intergovernmental Panel of Climate Change (IPCC), a scientific intergovernmental body. “This organism has as objective to make all the government policymakers be aware of all the new social-economic scientific and technical information related to climate change”\(^7\).

In 1997 after the second publication of the Report, a decision was made – The Kyoto Protocol. The last one is the biggest instrument to face Global Warming. Kyoto Protocol’s aim is to reduce the emissions of greenhouse gasses by 5% of the one in 1990 in a time from 2005 to 2012 by developed countries.

I think that the Kyoto’s Protocol is a good idea. It is the biggest movement to reduce greenhouse gases’ emissions. But I see one problem. Article 17 allows countries to make emissions trading, this means that if some countries have emissions units to spare, they can sell them to other countries that are over their targets, but I think that with this article the aim of the Kyoto’s Protocol, is being forgotten. So all the countries should not get over their targets, and countries that do not produce the Greenhouse gases allowed, should not sell their excess capacity. If this happened the results would be better.

This protocol has 182 Parties (countries). México entered in February 2005,

\(^7\) IPCC - Intergovernmental Panel on Climate Change. Available at: [http://www.ipcc.ch/about/index.htm](http://www.ipcc.ch/about/index.htm). (Retrieved on: 1-february-09).
but the country which is the world-wide contaminator, The USA, has not signed the treaty of Kyoto. “The government supports his decision by saying that this treaty could affect its economy.”

“United States is also the country which has major number of Carbon dioxide emissions due to the consumption of petroleum, coal and natural gas; and Mexico is the 14th place. However China is the number one in air pollution.

G8 was formed in 1973, and it comprises France, Italy, Germany Great Britain, Canada, USA, Japan and Russia and they have 5 guest countries – Mexico, Brasil, South Africa, China and India. The purpose of this group is to foster consensus on global issues among the leading industrial democracies and they have recognised that Climate change is one of the widest problems, which needs more action from society and negotiation with the United Nations. The leaders of these countries which are part of the G8 meet each year to find solutions to the Global Warming Problem, through the exhorting of the use of clean technologies as fuels. Other issues are discussed e.g. hunger, poverty, and peace in the Middle West.

The USA’s actions to decrease Greenhouse gasses have not been the needed ones. If this leading industrialised nation produces the most CO₂ emissions, the US government should make wiser decisions to prevent future generations suffering. If the US leaders are really concerned about the reduction of carbon dioxide emissions, they will reconsider the Kyoto Protocol and accept to join it to diminish the abuse of natural resources.

National Perspective

“Mexico is the 14th country which produces more emissions of carbon dioxide.”

Since 1970 the carbon dioxide emissions grew 70 percent in only 29 years.

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10 IBID
Today México produces 2 percent of the total greenhouse effect gases.

Mexico is part of the Kyoto protocol, it is a non-Annex because Mexico is a developing country\textsuperscript{11}. The National Authority in charge of the United Nations Framework Convention on Climate Change (UNFCCC) is La Comisión Intersecretarial de Cambio Climático (CICC in Spanish). “Pemex”\textsuperscript{12} and the CICC have developed 6 projects for the elimination of methane (CH\textsubscript{4}) emissions, 11 for energetic efficiency and 2 other of co-generation. In other words all the projects will add a reduction of 2,307,398 tons of CO\textsubscript{2}.

The “Plan Verde Ciudad de México” says that “The Federal District Government’s climate change policy is to establish an institutional framework that promotes mitigation and the capture of greenhouse gases by implementing the regulation of the use of natural resources and the efficient use of equipments, replacement and endorsement of alternative fuels, use of new technologies and renewable sources of energy, actions by the forestry sector to capture carbon and preserve the reservoirs.”\textsuperscript{13}

I think that Mexico is doing an effort to decrease greenhouse gasses by implementing different actions in which the objective is to make a proper use of natural resources as fossil fuels (non-renewable resource). The problem is that as Mexico is a developing country, it doesn’t have enough money to develop new technologies, but I think the government must stop paying big salaries to their functionaries and start using money for environmental friendly projects. Another problem I see is that these decisions and actions are not enough to make people aware of the reasons, consequences and possible actions to fight against Global Warming. If México, a developing country, can do something against greenhouse gasses emissions, The USA, a developed country, will not have any problem to introduce laws to reduce its GHG emissions.

\textsuperscript{11}non-Annex I parties do not need decrease their emissions of Greenhouse gases, they need to develop inventories of Greenhouse gasses and to publicize National Communications.

\textsuperscript{12}Petroleos Mexicanos is the greater company of Mexico and Latin America, and the greater fiscal contributor of Mexico.

\textsuperscript{13}Planverde. Available at : http://www.sma.df.gob.mx/planverde/. (Retrieved on: 15-January-09)
Personal Perspective

From a personal perspective I can say that me and the persons in the world are polluting and producing emissions of Greenhouse gasses. From my perspective I use my car and the college bus to go to school. This bus is old, and many pollutants are thrown into the air through the exhaust.

In Mexico City car traffic is a real problem, if there were no traffic I would spend 15 minutes to go to the Gym instead of 45 minutes; the problem is not that I am not doing anything productive, it is that all the time I am in the car, gasoline is burning and Greenhouse gasses are emitted. At home, I use the Computer all day and I turn on the lights and when it is cold I turn on a lamp. After starting to research the problems that cars cause I realize there will be long-term effects that the emission of Greenhouse gasses will produce (plants of electrical energy emit greenhouse gasses) like Global Warming, which is going to increase the Earth’s temperature. So I stopped turning on the lamps, and I use a blanket.

Global Warming, an effect of the air pollution, also leads to the melting of ice caps, which leads to the rise of sea levels and this rise could reach some rivers or lakes, so the fresh water will turn salty. The heat will evaporate water, and the soil will be drier, and this will have big repercussions for humans.

Possible scenarios

Predictions say that because of the rise of the sea level, many beaches or cities will be under the sea level. Some of these are Miami, New York, Baltimore, Florida and Boston, New Orleans and Washington in USA. In Mexico states will be affected too, like Quintana Roo, Mérida, Campeche, Tabasco, Chiapas, some parts of Oaxaca and Veracruz.

“Washington is in severe danger of being covered by water because of the Potomac river, which is connected to the Chesapeake Bay, and this is
connected to the sea, so if any hurricane or storm of category 2 arrives, the ocean level will rise, and as consequence the Potomac river, and Washington will flood, Scientist say that the water will be very near of the White house"\(^{14}\).

As many people live in coastal zones, they will want to be protected from Climate change, so there will be a migration boom. Other problems will be lack of fresh water, so agriculture will be affected, all these possible outcomes can also cause poverty and hunger. All this will have as a consequence of the growth in criminality and social chaos.

**Possible Courses of Action**

Even though both countries have been trying to solve this problem, both need to get better in some areas. In the United States, the best thing to do is to join the Kyoto’s Protocol. This will bring benefits to US and the World future generations. From a national perspective, México should start promoting the Global Warming effects and possible courses of action to fight against this problem. This will help the Mexican citizens to start using their cars less, use more bicycles and public transport. We need to remember that fighting against Global Warming is a challenge, we need to give more of ourselves and government is the one who needs to start and then society will follow.

**Personal Response**

I conclude that it is quite urgent to change our way of living, starting from laws and policies, then education and finally with our daily actions. Even though the Greenhouse gasses’ emissions get controlled they are going to stay a long time on Earth and all predictions happen, this will result in an unrecognizable world.

Around 2050 there will be more poverty, hunger migration and more criminality. Most of the severe changes are predicted for the same year, but if the power

\(^{14}\) "Natural Disasters", The History Channel.
consumption based on fossil fuels continues growing, the carbon dioxide concentration will grow even more and the changes will happen before the thought of time.

I need to take responsibility – use public transport, and use less electricity. If I don’t want to suffer, when I am 57, I need to change my habits for future generations.
Appendix 1

• Sources:

Internet


• Fuels and Fuel activities. Available at: http://www.epa.gov/OMS/regs/fuels/diesel/diesel.htm. (Retrieved on: 5.feb.09)


• Alternative Fuels and advanced Vehicles Data Centre: Alternative and Advanced V. Available at: http://www.afdc.energy.gov/afdc/vehicles/index.html. (Retrieved on:7-february-09)

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Videos

1. You control climate change. Available at: http://www.youtube.com/watch?v=UB1OUttlD0E. Retrieved on: 24-February-09


3. Climate Change. Available at: http://www.youtube.com/watch?v=zzjOcOcQ90U. Retrieved on: 24-february-09
4. Climate Change. Available at: Climatechange.gov.uk, (retrieved on: 24-February-09)

Television
Appendix 2

Image 0.1 The use of biofuels.
Image 0.2 Civic hybrid

Image 0.3. The Use of Metrobus helps to the decrease of air pollution.

Image 0.4 The Greenhouse effect.
Image 0.5 The Greenhouse effect and Global warming

Image 0.6 NO GLOBAL WARMING
Image 0.9- Deforestation of the Amazonas

Image 0.10. Oil pours are very dangerous for animals and plants.
Conclusion

We hope you have found the material in this guide to the Individual Research useful and that it helps with your Cambridge IGCSE Global Perspectives Individual Research experience. We look forward to seeing your students’ Individual Research reports.

All the documents referred to in this guide can be found on the Teacher Support site at http://teachers.cie.org.uk under Cambridge IGCSE Global Perspectives.