

**Sample of tasks and mark scheme of
Summative Assessment for term on the subject
“Global Perspectives and Project Work”
Grade 11**

Sample of tasks and mark scheme for term 1

LEARNERS' PORTFOLIO

Task	LO	Suggested activities	Evidence in portfolio
Task 1	11CT1.1	Global Issue. Learners in groups create a concept map on Global Issues, present and choose one to research. Provided (teacher and learner) articles with different perspectives are deconstructed and reflected upon (written) that different people and groups may have different perspectives on global issues	<ul style="list-style-type: none"> • concept maps • notes in copy book • deconstructed articles • reflections
Task 2	11RES1.2 11CT1.2	Research question (practice): Introduction of 17 SDGs, learners select one, research and create a research question connected to the identified SD using Brownhill's (2014) 'Ice-cream cone' framing tool.	Research question(s) in their copybooks (peer assessment) <ul style="list-style-type: none"> • SMART criteria • 'Ice-cream cone' Reflection
Task 3	11CT1.2 11RES1.1 11COM1.1	Literature review (any secondary research). Research question identified, learners research perspectives, analyze and select relevant information.	Report - literature review analysis
Task 4	REF1.1 REF1.2 COM1.2	Written reflection on Term 1 and goals for Term 2	Teachers notes Written reflection

FINAL TASK

Learners individually choose the topic related to 17 SDGs, conduct secondary research to come up with the sustainable solutions.

The task includes:

1. Explaining perspectives (personal, local/national, global)
2. Creating 2 research questions
3. Using 3 relevant secondary sources (according to RAVEN test) to answer the research questions
4. Using strong and valid arguments to support claims
5. Mini-research should include at least 600-700 words
6. Hard copy

MARK SCHEME

Portfolio Marking Scheme

PORTFOLIO PRESENTATION			
	BEGINNING (1 point)	DEVELOPING (2 points)	PROFICIENT (3 points)
Evidence in Portfolio of Critical Thinking- Research question on the global issue is properly identified	✓ The area of the research is identified though the learner has difficulties with developing the research question, it is vague and broad	✓ The area of the research is identified though the learner has some difficulties with developing the research question, it is not specific and has no structure	✓ The area of the research is identified and the learner has no difficulties with developing the research question, it is specific and structured
Evidence in Portfolio of Research – different perspectives are researched and analyzed	<ul style="list-style-type: none"> ✓ Evidence of some secondary sources in researching perspectives ✓ Little or no differentiation between the sources 	<ul style="list-style-type: none"> ✓ Evidence of secondary sources are used in researching perspectives on global issues. ✓ Differentiation of the sources is evident. 	<ul style="list-style-type: none"> ✓ Evidence of a range of secondary sources used in researching perspectives on global issues. ✓ Differentiation of sources with analysis is evident
Evidence in Portfolio of Reflection - personal perspectives are described and communicated	✓ Limited reflection on the terms' work is given	✓ Descriptive reflection on the terms' work is provided	✓ Reasoned reflection throughout the terms' work is provided with the goals and outcomes for the next term
Portfolio Management Communication - different perspectives on Global Issues are recognized and presented	✓ Perspectives on global issues are not presented	✓ Perspectives on global issues are presented but not compared	✓ Perspectives on global issues are presented and compared with examples

Evidence in Portfolio of Learning Progression - from the lessons evidence of learning growing and developing deeper understandings	✓ Little learning progression is evident	✓ Learning progression is evident	✓ Clear learning and progression is evident
Feedback (to guide the learners next steps in their learning)			
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Final Task Marking Scheme

Give a mark out of 3 for each criterion (identified perspectives, literature review, argumentation), and then calculate a mean to give an overall total out of 3. All fractional marks should be rounded up to the closest whole mark.

Marks	Identified perspectives	Literature review	Argumentation
1	Personal perspective is shown.	1-2 secondary sources are presented	Answers to the research questions are presented
2	Perspectives are identified and described relating to a global issue.	Using 3 relevant secondary credible sources according to RAVEN test	Answers to the research questions are presented in the form of relevant arguments
3	Personal perspective is shown and proven with evidence and discussed together with national and global perspectives.	3 relevant credible secondary sources are used to answer the research questions with analytical interpretation.	Answers to the research questions are presented in the form of strong and valid arguments
Total max: 9			

Sample of tasks and mark scheme for term 2

LEARNERS' PORTFOLIO

Tasks	LO	Suggested activities	Evidence in portfolio
Task 1	11CT2.1 11CT2.2	Learners are given countries that they will use as a context for the research of the countries global issue(s) chosen by the learner. This is background research for Model United Nations conference (final task 2)	<ul style="list-style-type: none"> Getting to Know Your Country template https://bestdelegate.com/wp-content/uploads/2011/09/Best-Delegate-Country-Profile.pdf concept maps notes in their copy books any resources used for their research (credible/not credible)
Task 2	11RES2.1 11RES2.2	Secondary Research. Learners gather information from secondary sources to write a position paper from the perspective of the assigned country for Model United Nations conference (final task 2).	<ul style="list-style-type: none"> concept maps notes in copy book deconstructed articles secondary research report any resources used for their research (credible/not credible) position paper draft (see the link how to write a good PP: https://vmun.com/writing-position-paper-model-united-nations/)
Task 3	11REF2.1 11REF2.2 11CT2.3	Reflection. Learners reflect on the different/alternative perspectives objectively. The reflection may go to the solution to the issue covered in the Position Paper or other topics discussed in the class.	<ul style="list-style-type: none"> notes in copy book written reflection mid-term reflection
Task 4	1COM1.1 11COM1.2	Written reflection on Term 2 and goals for Term 3	Teachers notes Written reflection

Resource links:

<http://bestdelegate.com/a-formula-for-the-perfect-position-paper-solution-oriented-research/>
<http://bestdelegate.com/how-to-write-a-winning-position-paper/>
<http://bestdelegate.com/researchmap/>

FINAL TASK

Depending on the committee given to your class individually choose one country from a suggested list, complete a country profile first then conduct a secondary research (position paper) relating to the agenda of your committee. Submit your position paper due to the time. Present your position paper as a country delegate on the Model UN conference.

Suggested links:

http://news.bbc.co.uk/2/hi/country_profiles/default.stm

<https://www.cia.gov/library/publications/the-world-factbook/index.html>

<http://www.countryreports.org/>

<http://www.infoplease.com/countries.html>

<http://www.politicalresources.net/index2.htm>

<http://www.state.gov/r/pa/ei/bgn/>

<http://www.colorado.edu/libraries/libraries/norlin-library/government-information-library>

<https://bestdelegate.com/wp-content/uploads/2011/09/Best-Delegate-Country-Profile.pdf>

<https://vmun.com/writing-position-paper-model-united-nations/>

MARK SCHEME

Portfolio Marking Scheme

PORTFOLIO PRESENTATION			
	BEGINNING (1 point)	DEVELOPING (2 points)	PROFICIENT (3 points)
Evidence in Portfolio of Critical Thinking- Research question on the global issue is properly identified	✓ The area of the research is identified though the learner has difficulties with developing the research question, it is vague and broad	✓ The area of the research is identified though the learner has some difficulties with developing the research question, it is not specific and has no structure	✓ The area of the research is identified and the learner has no difficulties with developing the research question, it is specific and structured
Evidence in Portfolio of Research – different perspectives are researched and analyzed	<ul style="list-style-type: none"> ✓ Evidence of some secondary sources in researching perspectives ✓ Little or no differentiation between the sources 	<ul style="list-style-type: none"> ✓ Evidence of secondary sources are used in researching perspectives on global issues. ✓ Differentiation of the sources is evident. 	<ul style="list-style-type: none"> ✓ Evidence of a range of secondary sources used in researching perspectives on global issues. ✓ Differentiation of sources with analysis is evident.
Evidence in Portfolio of Reflection - personal perspectives are described and communicated	✓ Limited reflection on the terms' work is given.	✓ Descriptive reflection on the terms' work is provided.	✓ Reasoned reflection throughout the terms' work is provided with the goals and outcomes for the next term
Portfolio Management Communication - different perspectives on Global Issues are recognized and presented	✓ Perspectives on global issues are not presented	✓ Perspectives on global issues are presented but not compared	✓ Perspectives on global issues are presented and compared with examples

Evidence in Portfolio of Learning Progression - from the lessons evidence of learning growing and developing deeper understandings	✓ Little learning progression is evident.	✓ Learning progression is evident.	✓ Clear learning and progression is evident.
Feedback (to guide the learners next steps in their learning)			
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Final Task Marking Scheme

Give a mark out of 3 for each criterion (research, argumentation, performance/communication), and then calculate a mean to give an overall total out of 3. All fractional marks should be rounded up to the closest whole mark.

Marks	Research	Argumentation	Performance/Communication
1	The country is presented with slight background	The position of the country is presented	The position paper is delivered.
2	The country's background is presented supported by facts taken from non-official sources	The position of the country is presented supported by some reasons which are relevant but not proven	The position paper is delivered, student sometimes refers to the country's image
3	Student has selected at least 3 facts related to the country from reliable sources. Student refers to official documents of the country and UN.	Student has given at least 2 reasons to support their country's position. Each of the reasons are supported by the evidences	Student uses emotive language, keeps the image of the country
Total max: 9			

Sample of tasks and mark scheme for term 3

LEARNERS' PORTFOLIO

Task	LO	Suggested activities	Evidence in portfolio
Task 1	11CT3.1 11CT3.2 11CT3.3	Learners can work with article(s) related to their research question to analyse (arguments: quality of claims, reasons that might be stated in forms of unstated assumptions, values or missing evidence). Learners should make sure that analysis is properly supported by the evidence. Learners develop research questions for their project and develop a timeline for it.	<ul style="list-style-type: none"> • concept maps • notes in copy book • deconstructed articles • research questions targets • timeline of the research • draft of Introduction
Task 2	11RES3.1 11RES3.2 11RES3.3	Learners work with the sources for the research project to distinguish primary and secondary evidence. They may provide the analysis of the sources for their credibility. Learners may use criteria for defining strengths and weaknesses of the sources. Literature review (any secondary research). Research question identified, learners research perspectives, analyze and select relevant information.	<ul style="list-style-type: none"> • Mind map • RAVEN test of the sources • Literature review • Notes • Draft of the Context part
Task 3	11CO3.1 11CO3.2 11CO3.3	Learners practice how to write the conclusion for Introduction and Context. Learners study or revise how to cite sources including in-text citation or footnotes, paraphrasing, direct quotes; following writing style for academic documents such as APA style. Learners study how to list sources in the end, do exercises.	<ul style="list-style-type: none"> • Draft of the conclusion for Introduction and Context • Notes • References to the sources • Reference list or bibliography
Task 4	11REF3.1 11REF3.2	Learners explain that personal background may influence their own perspective on the issue. Learners fill in their research diaries where they write reflection on their projects. Reflection may include: reasons for choosing the topic, aims and intended outcomes, outline of possible activities and a supervisor' comments.	<ul style="list-style-type: none"> • A paragraph explaining how their background may influence personal perspective on the issue • Research diaries with a supervisor' comments

FINAL TASK

Learners consider and research the impact of issues and concepts they are interested in on different social groups and locally, nationally and globally and begin preparing and drafting their research project for completion in Term 4. Learners in Term 3 begin to prepare their research report of not less than 2500 words. It is recommended to allocate a deadline for submission of the research project draft. The research project draft includes:

- 1) Introduction
- 2) Context
- 3) Aims and research questions
- 4) Methodology

The learner should:

- Give at least two reasons to justify the choice of the research topic
- Reflect on the topic from three perspectives
- Come up with aim of project
- Develop at least two research questions
- Select at least 8 credible sources to answer the research questions
- Describes clearly which methods and instruments will be applied during the study
- Give reference to the sources using a proper citation style
- Use well-built arguments

MARK SCHEME

Portfolio Marking Scheme

PORTFOLIO PRESENTATION			
	BEGINNING (1 point)	DEVELOPING (2 points)	PROFICIENT (3 points)
Evidence in Portfolio of Critical Thinking- Research question on the global issue is properly identified	✓ The area of the research is identified though the learner has difficulties with developing the research question, it is vague and broad	✓ The area of the research is identified though the learner has some difficulties with developing the research question, it is not specific and has no structure	✓ The area of the research is identified and the learner has no difficulties with developing the research question, it is specific and structured
Evidence in Portfolio of Research – different perspectives are researched and analyzed	<ul style="list-style-type: none"> ✓ Evidence of some secondary sources in researching perspectives ✓ Little or no differentiation between the sources 	<ul style="list-style-type: none"> ✓ Evidence of secondary sources are used in researching perspectives on global issues. ✓ Differentiation of the sources is evident. 	<ul style="list-style-type: none"> ✓ Evidence of a range of secondary sources used in researching perspectives on global issues. ✓ Differentiation of sources with analysis is evident.
Evidence in Portfolio of Reflection - personal perspectives are described and communicated	✓ Limited reflection on the terms' work is given.	✓ Descriptive reflection on the terms' work is provided.	✓ Reasoned reflection throughout the terms' work is provided with the goals and outcomes for the next term
Portfolio Management Communication - different perspectives on Global Issues are recognized and presented	✓ Perspectives on global issues are not presented	✓ Perspectives on global issues are presented but not compared	✓ Perspectives on global issues are presented and compared with examples
Feedback (to guide the learners next steps in their learning)			
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Final Task Marking Scheme

Give a mark out of 3 for each criterion (research, argumentation, performance/communication), and then calculate a mean to give an overall total out of 3. All fractional marks should be rounded up to the closest whole mark.

Research project draft			
	BEGINNING (1 point)	DEVELOPING (2 points)	PROFICIENT (3 points)
Identified perspectives different perspectives are researched and analyzed	✓ Not all perspectives are shown. Reasons to justify the choice of the topic are not given	✓ Perspectives are identified and described relating to a global issue. Reasons to justify the choice of the topic are not given	✓ Personal perspective is shown and proven with evidence and discussed together with national and global perspectives
Literature Review The context presents literature review on the given problem	✓ Evidence of some secondary sources in researching perspectives The review is not supported by well-built arguments	✓ Evidence of secondary sources are used in researching perspectives on global issues ✓ The review is not supported by well-built arguments	✓ Evidence of foreign and Kazakhstani sources in researching perspectives on global Issues The review is not supported by well-built arguments
Methodology Methods and instruments applied	✓ Methods and instruments are described without explanation	✓ Methods and instruments are described, little explanation is given	✓ Methods, instruments and participants are clearly described, justified explanation is given
Citation and Reference list sources are given references throughout the text, reference list is provided	✓ References are not given to the sources, reference list is not included	✓ references and reference list are included but not to the standard	✓ references and reference list are included using proper style
Feedback (to guide the learners next steps in their learning)			
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Sample of tasks and mark scheme for term 4

LEARNERS' PORTFOLIO

Task	LO	Suggested activities	Evidence in portfolio
Task 1	11RES 4.1 11RES 4.2	Learners report the findings of the study based upon the methodology they applied to gather information. The collected data is presented without bias or interpretation. Learners distinguish information that they will include in a research paper from the raw data or other content that could be included as an appendix. They include findings that could be presented visually and work on the non-textual information to be placed in appendices	<ul style="list-style-type: none"> • notes in copy book • summary of the raw data • table with coding of the information • figures, charts, photos, etc. • draft of Results
Task 2	11CT4.1 11CT4.2	Learners comment on the results of the research and connect them to previous studies. This can include re-visiting key sources already cited and make notes comparing with your results. Learners describe the strong and weak sides of the research project, highlight the limitations of the study and include analysis of any unexpected findings.	<ul style="list-style-type: none"> • concept map • notes • SWOT analysis • reflection diary/logs • draft of the Evaluation
Task 3	11REF4.1 11REF4.2	Learners work on SWOT analysis to identify research limitations and suggest further development of the research. Learners note any answered questions or issues their study did not address. By making suggestions for further research learners link their need to the limitations of the study. They may list what to improve: instruments, more survey/interview questions, new research questions.	<ul style="list-style-type: none"> • concept map • notes • reflection diary/logs • draft of the Further Research part
Task 4	11CO4.1 11CO4.2	Learners study or revise how to cite sources including in-text citation or footnotes, paraphrasing, direct quotes; following writing style for academic documents such as APA, MLA, Chicago styles. Learners study how to list sources in the end, do exercises. Learners make notes how to avoid plagiarism in the research. The practice paraphrasing the text, use different plagiarism detection sites and share then with the peers.	<ul style="list-style-type: none"> • draft of the conclusion for Introduction and Context • notes • references to the sources • reference list or bibliography

FINAL TASK

Learners consider and research the impact of issues and concepts they are interested in on different social groups and locally, nationally and globally and begin preparing and drafting their research project for completion in Term 4. Learners in Term 3 begin to prepare their research report of not less than 2500 words. It is recommended to allocate a deadline for submission of the research project in Term 4. The task for term4 of the research project includes:

- 1) Results and conclusion
- 2) Evaluation
- 3) Further research
- 4) Reference list and citation

The learner should:

- Report about the findings of the study based on the methodology of the study
- Evaluate the research and connect the findings with previous studies
- Identify research limitations and suggest further development of the research
- Cite and reference within the convention of academic honesty

MARK SCHEME

Portfolio Marking Scheme

PORTFOLIO PRESENTATION			
	BEGINNING (1 point)	DEVELOPING (2 points)	PROFICIENT (3 points)
Evidence in Portfolio of Research - Evaluate evidence used to support arguments, reasons and claims	<ul style="list-style-type: none"> ✓ The collected data is not reported ✓ Visuals data (graphs, charts, tables) is given but without analysis 	<ul style="list-style-type: none"> ✓ The collected data is reported with little relevance to the research questions ✓ Visuals data (graphs, charts, tables) is given but little analysis is provided 	<ul style="list-style-type: none"> ✓ The collected data is reported with clear relevance to the research questions ✓ Visuals data (graphs, charts, tables) is given with clear analysis
Evidence in Portfolio of Critical Thinking – Identify and evaluate the implications of arguments, reasons and claims, including conclusions	<ul style="list-style-type: none"> ✓ Evidence of some comparison between secondary and primary findings ✓ Little or no analysis of the findings 	<ul style="list-style-type: none"> ✓ Evidence of comparison between secondary and primary findings ✓ analysis of the findings is evident 	<ul style="list-style-type: none"> ✓ Clear evidence of comparison between secondary and primary findings through concept maps, etc. ✓ SWOT analysis of the findings
Evidence in Portfolio of Reflection – identify further research	<ul style="list-style-type: none"> ✓ Limited reflection on the project and the terms' work is given 	<ul style="list-style-type: none"> ✓ Descriptive reflection on the project and the terms' work is provided 	<ul style="list-style-type: none"> ✓ Reasoned reflection on the research project and throughout the terms' work is provided with the goals and outcomes for the next activities
Portfolio Management Communication – cite and reference within the convention of academic honesty	<ul style="list-style-type: none"> ✓ Conclusions are not written, references are not given to the sources, reference list is not included 	<ul style="list-style-type: none"> ✓ Conclusions are written, references and reference list are included but not to the standard 	<ul style="list-style-type: none"> ✓ Conclusions are written, references and reference list are included using proper style
Feedback (to guide the learners next steps in their learning)			
			/ 12

Final Task Marking Scheme

Give a mark out of 3 for each criterion and then calculate a mean to give an overall total out of 3. All fractional marks should be rounded up to the closest whole mark.

Research project draft			
	BEGINNING (1 point)	DEVELOPING (2 points)	PROFICIENT (3 points)
Results and Conclusions Summary of the findings based on the methodology of the study	✓ The findings are not summarized and conclusions are not written. Evidence of data collection is not presented.	✓ The findings are summarized but conclusions not sometimes relevant. Evidence of data collection is partially presented.	✓ The findings are summarized and conclusions are relevant. Evidence of data collection is visually presented.
Evaluation The data is compared and analyzed	✓ Evidence of some comparison between secondary and primary findings ✓ Little or no analysis of the findings	✓ Evidence of comparison between secondary and primary findings ✓ analysis of the findings is evident	✓ Clear evidence of comparison between secondary and primary findings SWOT analysis of the findings
Further Research research limitations are identified and further development of the research is suggested	✓ Research limitations are described without explanation ✓ Implications for further research are not given	✓ Research limitations are described without little explanation ✓ Implications for further research are partially given	✓ Research limitations are described with explanation ✓ Implications for further research are evident
Citation and Reference list sources are given references throughout the text, reference list is provided	✓ References are not given to the sources, reference list is not included	✓ references and reference list are included but not to the standard	✓ references and reference list are included within the convention of academic policy
Feedback (to guide the learners next steps in their learning)			
/ 12			