



Global Perspectives, IGCSE – IXORA, Progress Report 2019-20

Student Name: ARJUN RAJ

Teacher: Hussain E

Skills	Term I (July – October)			Term II (November – March)		
	Beginning	In Progress	Mastery	Beginning	In Progress	Mastery
<i>Is well informed about topics while reading, enabling the self to:</i>						
a. Gather and objectively engage in different viewpoints on a particular theme within the group, while adding their own point of view (Lens and Approach)		✓				
b. Actively participate while being aware of group dynamics (Perspectives)		✓				
c. Use one's enquiry process on a topic to formulate the research issues (Enquiry)		✓				
d. Record the progress of a research issue (Research)		✓				
e. Have a well-planned way-forward into the research topic chosen so as to make an effective outcome of the process (Planning)		✓				
f. Engage in the possibility of questions and their associated responses that can self-direct a child into substantial research findings (Framing the Research Question)		✓				
g. Analyze information and its validity for research (Analysis)		✓				



h. Evaluate information to build one's own research direction and strength (Evaluation)		✓				
i. Use the information analyzed and evaluated, effectively in research writing and presentation (Structuring)		✓				
j. Conclude and link the pieces of information gathered through the process of research (Synthesis)	✓					
<i>Is a critical thinker while responding and writing, who can:</i>	Beginning	In Progress	Mastery	Beginning	In Progress	Mastery
a. Logically reason out cause and consequences of an issue, with a potential set of relevant solutions (Reasoning)		✓				
b. Show the use of gathered data to support one's claim (Strength of Evidence)		✓				
c. Have a clear opinion and prove it acceptable in the most objective way (Clarity of claims)		✓				
d. Write concluding remarks on one's understanding of the research findings (Drawing conclusions)		✓				
e. Identify and use context and subjectivity while constructing your argument fairly (Bias vs. vested interest)		✓				
f. Clearly differentiate between the four statements of an argument– Fact, Opinion, Prediction and Value Judgment		✓				



g. Empathize with the research topic and the community or subject of research (Empathy)		✓				
h. Propose relevant and contextual solutions and course of actions (Problem solving)		✓				
i. Clearly link causes, consequences and solutions (Effectiveness of Linkages)		✓				
<i>Is an Independent Learner who can:</i>	Beginning	In Progress	Mastery	Beginning	In Progress	Mastery
a. Recall and build on concepts that are introduced and revised through the course (Memory)		✓				
b. Make bullet points of a reading or a discussion to later infer from it the essence of the conceptual understanding (Note taking)			✓			
c. Reflect on the experience of the individual in collective research roles (Contribution and Responsibility)		✓				
d. Clearly communicate one's awareness of how the process of research has influenced personal learning (Reflective writing)		✓				
<i>Is a collaborative member who can:</i>	Beginning	In Progress	Mastery	Beginning	In Progress	Mastery
a. Work in a team, responsibly setting roles for an effective combined outcome (Team work)		✓				



b. Decide for oneself and the team as to what is relevant and emergent for the team's positive progress (Decision Making)		✓				
c. Ideate and bring in an element of individuality into the group tasks in various ways (Accommodative and Assertive Spirit)		✓				
<i>Is good at communicating one's own understandings as well as group understandings of:</i>	Beginning	In Progress	Mastery	Beginning	In Progress	Mastery
a. Referential claims borrowed and sources of evidence used to construct the argument (Citation and Bibliography)		✓				
b. Explanatory writing on a topic or experience with objectivity (Observational Explanation in written form)		✓				
c. The need for deep listening and re-phrasing in research (Listening)		✓				
d. Assimilated learning of research, with clarity in voice and confidence in body language (Speaking)		✓				
Homework	Beginning	In Progress	Mastery	Beginning	In Progress	Mastery
Homework is completed with a sense of individuality, keeping in mind feedback received from facilitator as well as peers			✓			
Readiness for Class	Beginning	In Progress	Mastery	Beginning	In Progress	Mastery
Has a sense of responsibility towards self-directed learning		✓				
Is able to clarify doubts		✓				



Has an ease of stating one's point of view		✓				
Is not judgmental of other's opinions in a negative way		✓				

(n/a) – Not Applicable

✓* - with assistance / Needs to practice/ build consistency

Term I

Content Covered

This term transitioned from generic lessons anchored in contextualized research, to student-specific topics that steered them towards their submissions towards the Board. Classes were structured around independent and group work, while students prepared outcomes in the written, oral and audio-visual forms. While content across groups differed, the skills focus for this year remained uniform, mainly being:

- Rigor in reaching the expected word limit and sustaining research through the proposed plan
- Reframing deep questions, while finding a balance with the breadth of inter-disciplinarity that research demands
- Structuring the essay, building one's argument and providing appropriate evidence for one's claims
- Reflective writing, incorporating depth and empathy, accommodating peer and mentor feedbacks
- Bringing in subjectivity, while being as objective and unbiased as possible, through research
- Making effective conclusions, consolidating linkages through the understanding of gathered perspectives
- Anchoring in choice and being empowered to make decisions in the processes of research
- Broadening perspectives, towards a holistic approach in research
- Designing data collection methods to include all strata and categorical factors that give a sense of completeness to research
- Maintaining a research log, to moderate and adapt to changes in both individual and team investigations
- Being conscious of the type of audience and the nature of presenting the outcomes / research findings
- Developing awareness of challenges and learning through mirroring, finding ways to resolve or accept differences in opinions



By term end, we had the first drafts ready for feedback, for both components 2 and 3, The students received both peer and mentor feedback from teachers who specialized in the themes that their topics matched. Class discussions focused on how classmates could help each other improve, adding perspectives and embedding a sense of continuity for the next term.

Comments

This term Arjun engaged in research around the advancements in technology and the influence this has on humans. His journey started with documenting the harmful effects of technological change on human societies, and it led to an enquiry about health problems, addictions and other related risks and issues. His theme for the individual essay was Digital World and within this his focus was to explain the causes and consequences of rapid alterations in sectors that depend on technology and affect human behavior. He also wanted to list possible solutions to the looming problem which once was considered a solution in a rapidly modernizing world.

Aahir and Arjun teamed-up for the group presentation. The overarching theme was Sports and Recreation. Through the process of research, they switched focus to Health and Diseases. Their topic was ‘Impact of technological advancements on fitness and wellbeing’. They planned to document the differences in notions of mental and physical fitness. They also wanted to report the experience of online and computer-aided gaming, comparing and contrasting it with physical exercises and workouts. They also noted the influence of digital trackers on the efficiency of physical activities that make individuals feel fit.

Areas of Strength

Arjun has shown consistent work, meeting deadlines in terms of submitting all related assignments on time. His attempt to understand varied content and ability to express his limited understandings at all times is commendable. He empathizes during communicating his needs and clarifying any doubts during the process of research.

Suggestions for growth

Arjun could focus more on sustaining research through time. He could also work on going deeper and broadening perspectives around a topic of interest. He could put in more time and passion into accommodating the feedback he receives along the process of research. He could also choose topics that could broaden his acquired knowledge of the ways of the world, testing his beliefs around his own capabilities.