

The role of the teacher

The teacher will need to assist with determining the subject and scale of the report so that the topic selected provides sufficient opportunities to meet the assessment criteria while being neither too large nor too complex. In the initial stage when topics are being selected, teachers might conduct seminar-style workshops for candidates to discuss subject-specific issues and approaches. As topics are refined and questions developed, seminars might be used to share ideas. Once questions have been defined, teachers **must** submit Outline Proposal Forms (OPF) to Cambridge for approval and advice. For further details on submitting OPFs, see the *Cambridge Global Perspectives Administrative Guide*.

The teacher should support each candidate throughout the independent research process, in particular:

Planning and preparation, to:

- identify an appropriate area of study and develop the research question
- consider alternative perspectives on the question
- consider research ethics and conventions in relation to specific research ideas
- consider the time scale and overall planning
- manage personal and independent research
- keep a research log.

Production of the report, to:

- show awareness of research methods and methodology
- use appropriate academic terms, referencing and citation techniques
- consider critically a range of views, opinions, beliefs, and evidence
- reach independent conclusions
- communicate effectively and clearly in an extended piece of writing.

Research must be the candidate's own unaided work and findings must be the result of personal reflection and judgement. The work may be supported by ongoing tutorials, classes, and seminars. Teachers should monitor progress by discussion of the research log. There is also an online *Learners' Guide to the Cambridge Research Report* course available on our online Learning Area from spring 2015. For details on how to access this see page 15.

Teachers must **not**:

- teach specific topics or offer their own information sheets and views on topics
- undertake any research for a candidate
- correct any part of a candidate's notes or drafts
- prepare any part of a candidate's report.

The teacher's role is to ensure an understanding of the task, monitor progress, and respond to requests for advice on research and writing in general, but not to guide specific content.

Applying the assessment criteria

In general terms, progression through level descriptors is underpinned by the increase in:

- breadth and depth of understanding
- coherence of argument
- independence and originality.

Candidates can perform at different levels across the assessment criteria. Shortcomings in some aspects of the assessment requirements may be balanced by better performance in others. Teachers should select appropriate levels not on the basis of a ‘tick list’ but on the overall response as it relates to the requirements stated within each level. Teachers should adopt a holistic, ‘best-fit’ approach and apply their professional judgement.

Marking must be positive. Marks are not to be deducted for inaccuracies. Part marks are not to be used. Only where the candidate’s work does not meet any of the required criteria should no marks be awarded.

Annotation

Teachers must annotate the work to show that every page has been read. If a piece of work fulfils the full requirement of that level, a candidate must be rewarded accordingly. Further guidance on annotation is available in the *Cambridge Global Perspectives Administrative Guide*. The guide is available from the Exams Officer section of our website: www.cie.org.uk/examsofficers