

A total of 80 marks are available for Component 1, which contributes 40% of the overall mark. 40 marks are available for each individual research topic.

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

1. Gather and present information, representing different perspectives (max 10 marks)
2. Analyse issues within the topic as identified by the question posed for the study (max 10 marks)
3. Identify and evaluate possible scenarios and formulate possible courses of action (max 10 marks)
4. Develop an evidence-based personal response, demonstrating self-awareness (max 10 marks)

1) Gather and present information, representing different perspectives

- presents a broad range of relevant information
- shows use of a range of highly appropriate resources
- gives a wide variety of perspectives, including global, local/national and personal

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.

2) Analyse issues within the topic as identified by the question posed for the study

- identifies highly relevant issues
- shows thorough analysis of these issues
- considers the causes, effects and current situations in depth

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.

3) Identify and evaluate possible scenarios and formulate possible courses of action

- identifies a broad range of possible scenarios
- shows sound evaluation
- proposes a range of courses of action which are well developed

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 students 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.

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.

4) Develop an evidence-based personal response, demonstrating self-awareness

- detailed evidence of an appropriate personal response
- full reference to the considered evidence which fully justifies the response
- significant evidence of 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.