

Cynhadledd Rhanbarthol GwE: Bagaloriaeth Cymru

GwE Regional Conference: Welsh Baccalaureate



Gwesty Imperial, Llandudno, 15/05/2015

Imperial Hotel, Llandudno, 15/05/2015

The Global Citizenship Challenge Working Group

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Her Dinasyddiaeth Fyd-eang

CENEDLAETHOL

Bagaloriaeth Cymru

Welsh Baccalaureate

Global Citizenship Challenge

NATIONAL

Guidance for delivery

- At National level learners should spend approximately **twenty five hours** on the challenge with appropriate time spent developing the relevant **underpinning skills, knowledge and understanding** including political, economic, social, technological, legal, environmental (PESTLE).
- A **minimum of 10 hours** is allocated to generate the **evidence required for the assessment of the Challenge**. For the purpose of this Challenge there will be a particular focus on teaching, learning and assessment of **Literacy, Critical Thinking and Problem Solving and Creativity and Innovation**.

Guidance for delivery

- While **one of the global issues** is selected as a focus for the Challenge and assessment, in preparation it is suggested that **a number of the issues are explored and used to develop the necessary skills.**
- Learners should be provided with opportunities to discuss and debate global issues and to benefit from the support of **relevant external organisation e.g. resources, educational visits, visiting speakers.**

Evidence for Assessment

Each learner must provide supporting evidence of a:

- **Personal Standpoint**
- **Exhibition Pack**
- **Personal Review**

Learning Outcomes:

- **LO1** Be able to apply Critical Thinking and Problem Solving
- **LO2** Be able to apply Creativity and Innovation
- **LO3** Be able to apply Literacy
- **LO4** Understand issues involved in a Global Citizenship Challenge

Work of the Global Citizenship Challenge Group: National Level

The group has provided:

- **Scheme of Learning (SOL) that identifies skills, provides resources and addresses all Learning Outcomes**
- **Skills lessons**
- **PESTLE lessons**

Global Citizenship Challenge National

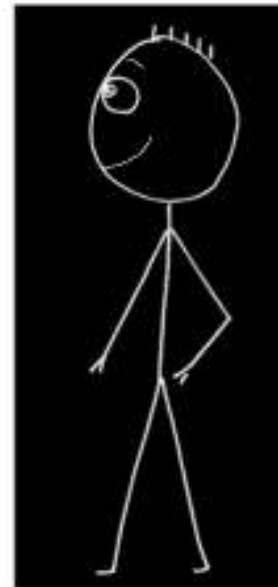


SKILLS

Critical Thinking and
Problem Solving

Creativity and
Innovation

Viewpoint



Raising
Awareness
Pack

Starting with...



What is the source of the information being considered?

Publication

- Date
it nee

Author or Speaker

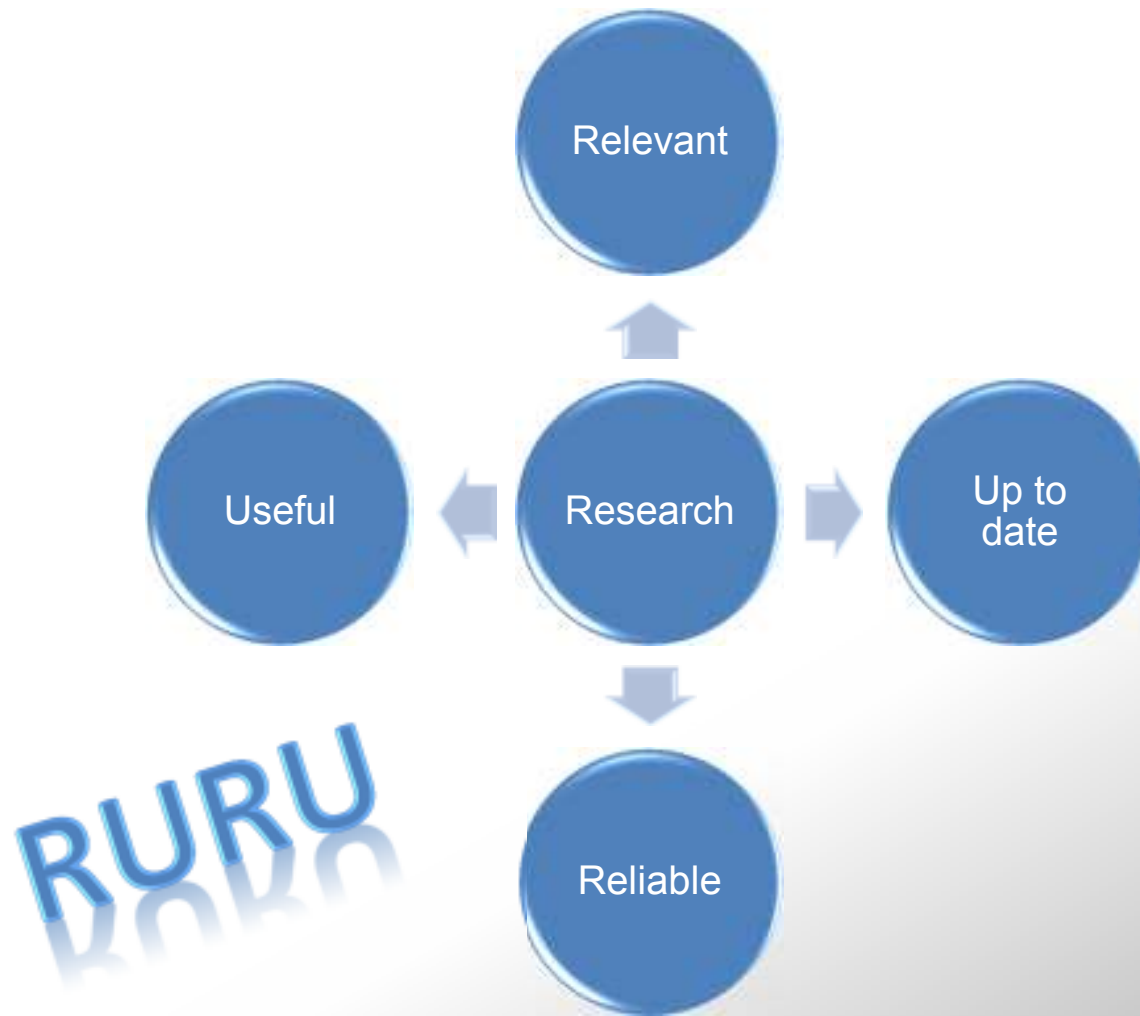
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How Reliable?





Research and Analysis Practice

- In this section you are **checking** the information is RURU (relevant, up to date, reliable and useful). You can answer these sections quite briefly because it is just a check list.

	Write brief notes to show you have checked the 4 rules
Relevant	This information is about Food Banks in Wales and how they have become more important
Up to date	The information is dated 11 August 2104
Reliable	I know that <u>Walesonline</u> is a reliable source of information that my teacher has told me about.
Useful	The information in this website will give me more statistics and explains what is being done to help the problems poverty in Wales
Add Web address or source	http://www.walesonline.co.uk/news/wales-news/debt-food-banks-gloomy-snapshot-7591994

Debt, food banks and hardship: A gloomy snapshot of child poverty in Wales 2014

06:00, 11 August 2014

By [Abbie Wightwick](#)

Some families in Wales are walking miles to food banks to feed their children while others without internet access have had benefits cut because they can't search for jobs demanded by changes to welfare reforms, a report published today shows.

Children are suffering as a direct consequence of the Westminster Government's welfare reforms, the report from Children in Wales warns.

The charity is calling on the Welsh Government and local government to act to address hardships caused by Coalition Government reforms.

The report, compiled from poverty-related concerns raised by families with their MPs, AMs and Citizens Advice Bureaux in Wales this year, offers a gloomy snapshot of child and family poverty.

Issues highlighted include an increase in use of food banks, debt, problems caused by removal of the spare bedroom subsidy or "bedroom tax", particularly for families with one or more disabled children, and delays in payments because of the changes to welfare assessment and appeals.

"Some families are having benefits cut if they are late for appointments at job centres or can't make full searches for jobs perhaps because they don't have access to the internet," the document warns.

Other issues families say are making them struggle include the high cost of living, rising energy bills, increasing debt and high child care costs. A quarter of interviewees logged an increase in the number of families reporting debt, especially pay day loans.

Key Points

Parents walking miles to food banks for food for their families

Children are suffering because of government decisions

There is real hardship

The situation is gloomy

There is increase in debts and people are using the food banks more

People are having their benefits cut because they are late for job centre appointments

The cost of living is going up

1. The key pieces of information I have found are:

That people in Wales are visiting food banks more
That children are suffering
There have been changes in government decisions
The cost of living is going up

2. The causes of these situations seem to be...

The government has made changes to how people get their benefits. This is causing other problems like they can't afford a computer and so they can't look for a job and so the problem goes on.

Analyse the first piece of research you have found

3. The situations can only change if....

I think the problem might only change if the government understands the problems of poverty better.

4. The consequences for people living with these situations is.....

They are living in a cycle of poverty and it is really hard to stop the cycle unless people are very lucky.

Political Roman



Can anything be done about poverty?

Global




Why are people in Britain poor?

Name:

Welsh Bacc Tea

Political Economic Social Technology Legal

CULTURAL DIVERSITY



Welsh Baccalaureate

Global Citizenship Challenge

What impact does immigration have on the UK?



How does your culture influence you?

Name:

Welsh Bacc Teacher:

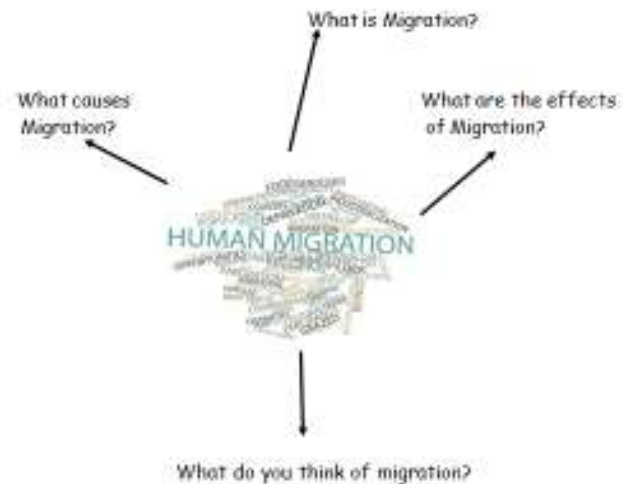
Tutor G

1 | Page

Name: _____

Political Economic Social Technological Legal Environmental

MIGRATION

Where we import from
The UK's top 20 trading partners for imports

Country	Imports in 2014 (£bn)	Change from 2013
Norway	£16.8bn	Up from £14.8bn
Sweden	£7.4bn	Up from £5.8bn
Denmark	£5.3bn	Up from £4.6bn
Poland	£7.7bn	Up from £5.2bn
Korea	£7bn	Up from £5.4bn
China	£31.6bn	Up from £15.7bn
Japan	£7.4bn	Down from £8.5bn
Switzerland	£8.1bn	Up from £6.4bn
France	£24.8bn	Up from £22.7bn
Spain	£12.5bn	Up from £10.4bn
Ireland, Republic	£18.2bn	Up from £20.4bn
Canada	£10.5bn	Up from £8.7bn
United States	£32.1bn	Up from £27.6bn

What we buy
The UK's top 10 import products for 2014

Product	Value (£bn)
Motor vehicles	£16.7
Petroleum & products	£18.4
Manufactured products	£9.9
Electrical machinery & appliances	£9.6
Medicinal & pharmaceutical products	£9.6
Power generating machinery & equipment	£8.5
Apparel & clothing accessories	£7.9
Telecommunications & sound equipment	£7.9
Industrial machinery	£6.8
Office machines	£6.3

Source: <https://www.uktradeinfo.com/Statistics/Pages/AnnualTables.aspx>



Controlled Assessment Skills Preparation Sheet

Before you begin your assessment you must ensure you have developed the necessary skills to complete the Brief for this Global Citizenship Challenge. This template gives you an overview of how you might complete the Challenge (under controlled assessment conditions) and the way in which you might present evidence of you skills.

TASK 1	To develop & present a Personal Standpoint on one of the following global issues: Cultural Diversity; Fair Trade; Future Energy; Inequality; Living Sustainably; Natural & Human Disasters; Nutrition; Poverty [4 hours]	Learning Outcome	Completed
1.1	Choose appropriate sources to gather information your global issue. Select & use appropriate information to complete Task 1. You must be prepared to justify your choice of resources used.	LO1	
1.2	<p>Using MS Word, write up a clear and detailed Personal Standpoint on your global issue. You should include the following details:</p> <p>1: Introduction Write an introduction on your global issue, which includes relevant facts and detailed information.</p> <p>2. Evaluation of Resources</p> <p>i. You must include a detailed explanation of your choice of sources used to gather information on your global topic.</p>	<p>LO3</p> <p>LO3</p>	

We have been studying...
Our lessons have been about
I've learned all about...
We are exploring...

Since doing this work I have changed my mind about....
My opinions are....
I felt....
I believe...
I can't make up my mind about....
In my view.....
Other people think....
This work has made me think about...
I have realised that....

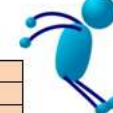
The best bit of my work was...
What I enjoyed about it was....
I found it interesting when....
The good thing about this...
My best homework was....
What made the work worthwhile was...

I think my viewpoints is..
I could have improved my viewpoint by....
To make better progress with my viewpoint, I could have
If I started my viewpoint again I would...
Finding things out for my viewpoint has been....
The effort I put into my viewpoint was....
I am pleased with viewpoints because....

I did not like....
I didn't understand....
I wish we hadn't
What I found difficult was...

Now I understand more about...
I didn't realise that
One thing that made me think was....
It's surprising that....
I'm curious to learn more about...
I can't be sure about....
One fascinating thing is...

The advice I would give to someone starting this work tomorrow is....
Overall my work has been...
From this work I have gained...
Generally this subject has been....
Finally I would like to say...



Choose two questions from each step

Reflect

Work your way down the seven steps of reflection

Nearly there

Any questions?

**Bagaloriaeth Cymru
Her Dinasyddiaeth Fyd-eang
UWCH**

**Welsh Baccalaureate
Global Citizenship Challenge
ADVANCED**

Guidance for delivery

- At Advanced Level it is advised that learners should spend approximately **seventy hours** on the Challenge with approximately **fifty hours** spent developing the relevant underpinning skills, knowledge and understanding including political, economic, social, technological, legal, environmental (PESTLE) factors.
- For the purpose of this Challenge there will be a particular focus on teaching, learning and assessment of **Literacy, Critical Thinking and Problem Solving and Creativity and Innovation**.

Guidance for delivery

- To place the development and use of the focused skills in context, a variety of global issues from across the six themes: Health, Food and Shelter, Population, Transportation, Economy and Natural Environment should form the basis of a teaching and learning programme. The number and choice of examples used from each theme is the responsibility of the learner/centre.
- Learners should be provided with opportunities to analyse, think critically, discuss and debate multi- faceted and complex global issues. A knowledge, understanding and appreciation of a range of relevant views, alternative perspectives and arguments relative to specific global issues will be critical to success. Learners will benefit from the support of relevant external organisations e.g. resources, educational visits, visiting speakers.

The Challenge

Each learner must provide supporting evidence of a:

- **Personal Standpoint**
- **Global Choices Conference Contribution**
- **Personal Review.**

Evidence for Assessment

The **Personal Standpoint** must be produced in written form and include:

- relevant, alternative and conflicting perspectives on the global issue;
- key components of differing arguments, claims and/or points of view;
- analysis of the credibility of sources;
- consideration of political, economic, social, technological, legal and environmental (PESTLE) factors;
- own views about the global issue.

Evidence for Assessment

The **Global Choices Conference Contribution** must include:

- generation and evaluation of ideas on how to tackle the global issue;
- selection and implementation of one idea;
- appropriate problem solving and decision making techniques;
- materials and resources to be used in the conference.

Evidence for Assessment

The **Personal Review** should include:

- development and application of skills during the Challenge;
- contribution to the Global Choices Conference.

Assessing the Global Citizenship Challenge

Learning Outcomes:

- **LO1** Be able to apply Critical Thinking and Problem Solving
- **LO2** Be able to apply Creativity and Innovation
- **LO3** Be able to apply Literacy
- **LO4** Understand issues involved in a Global Citizenship Challenge

Work of the Global Citizenship Challenge Group: Advanced Level

The group has provided:

- **Scheme of Learning (SOL) that identifies skills, provides resources and addresses all Learning Outcomes**
- **Skills lessons**
- **PESTLE lessons**

Preparing for and developing a Personal Standpoint

Task 1

What does it mean to be a Global Citizen?

Task 1.1

- Prepare for a group discussion by carrying out some research on what it means to be a global citizen.

LO1: Critical thinking and Problem Solving

Identify, consider and use a variety of facts, opinions and viewpoints.

- Make notes on the following:
 - Define the term 'citizen'.
 - What are the characteristics of a good citizen?
 - What are the different levels of citizenship?
 - What are the responsibilities of a citizen within communities at local, national and global levels?
 - What distinguishes global citizenship from local and national citizenship?
 - Sum up what it means to be a global citizen?

LO3: Literacy: Communicating

- 1.2 Take part in a group discussion on what it means to be a global citizen. Discuss, debate, explain and articulate. **LO3**
- 1.3 Reflect on the alternative opinions, views and arguments that you have heard and review your own opinions. **LO1**
- 1.4 Write a summary of your personal opinion of what you think it means to be a global citizen. **LO3**



Advanced Global Citizenship Challenge SOL Task Lists

Task 1: What does it mean to be a Global Citizen?

Task 1.1

- o Prepare for a group discussion by carrying out some research on what it means to be a global citizen. LO1, LO2, LO4

Task 1.2

- o Take part in a group discussion on what it means to be a global citizen. Discuss, debate, explain and articulate. LO3

Task 1.3

- o Reflect on the alternative opinions, views and arguments that you have heard and review your own opinions. LO1

Task 1.4

- o Write a summary of your personal opinion of what you think it means to be a global citizen. LO3

Task 2: PESTLE 2 - Politics

Task 2.1

- o Is it ever right politically to hold major sporting events in countries which have on-going human rights issues? LO1, LO2, LO4
- o Research and consider the political issues surrounding the staging of the F1 Grand Prix in Bahrain in recent years and the plans to stage it in Azerbaijan in 2016. LO1, LO2, LO4

Task 2.2

- o Review the quality and credibility of your resources. LO1

Task 2.3

- o Formal debate or BBC 'Question Time' style discussion. LO1, LO2, LO3, LO4

Task 2.4

- o Personal writing, e.g. a practice piece for a short Personal Standpoint or another form of writing, e.g. Blog/Magazine article/Newspaper editorial in order to engage with the concept of conveying personal opinion after applying critical thinking. LO1, LO2, LO3, LO4

Wish Baculaire: Advanced Global Citizenship Challenge

Advanced Scheme of Learning (SOL): Tasks

Advanced Global SOL and Tasks - Word

FILE HOME INSERT DESIGN PAGE LAYOUT REFERENCES MAILINGS REVIEW VIEW

Task 6: PESTLE 5 – Legal

It is said that more countries than ever before uphold gender equality in their constitutions. However, many of these same countries uphold laws that prevent women from being treated as equals.

Task 6.1

- Research and identify these countries and their specific laws that prevent gender equality. LO1, LO2, LO4

Task 6.2

- Identify specific gender inequalities that exist globally. LO1, LO4

Task 6.3

- Examine the ways in which discriminatory laws are being challenged globally. LO1, LO2, LO4

Task 6.4

- Evaluate the quality and credibility of your resources. LO1

Task 6.5 LO1, LO2, LO4

- From your research, what are the most effective ways of challenging and bringing about change to the laws that prevent gender inequality?

Task 6.6 LO1, LO2, LO3, LO4

- Design a shot gun presentation to raise awareness of how the law could be used to ensure gender equality.

Task 7: PESTLE 6 – Environmental

Task 7.1

- Identify the threats and dangers posed to human life and to the environment through the dumping of e-waste. LO1, LO4

Task 7.2 LO1, LO2, LO4

- Research the effects that poor e-waste management is having on the planet and especially on the poorer nations of the world.

Task 7.3

- Evaluate the quality and credibility of your resources. LO1

Task 7.4

- How might you address the environmental problem of the dumping of electronic waste? LO1, LO2, LO4

Task 7.5 LO1, LO2, LO4

- Think about how you might address this topic at a Global Choices Conference. Which method of presentation do you think would be most effective in conveying your recommendations for improving the current global situation concerning the dumping of e-waste?

Task 7.6

- Carry out a SWOT analysis. LO1, LO2

Task 7.7

- Draw up a plan for your chosen Conference contribution. LO2, LO3, LO4

Watch Remotemixer: Advanced Global Citizenship Challenges

PAGE 4 OF 5 1,264 WORDS

56%

**Welsh Baccalaureate**

Global Citizenship Challenge ADVANCED P.E.S.T.L.E. ACTIVITIES



- The activities in this handbook are suggested activities that might be used to **underpin the skills, knowledge and understanding** of the political, economic, social, technological, legal and environmental (PESTLE) factors related to the issues of global citizenship.
- It is envisaged that teachers will adapt the resources provided in order to engage the varied and different interests of their learners.
- The resources can be enhanced with carefully planned visits and speakers and with links to local, national and international charities and organisations.
- Curriculum departments within schools, e.g. Geography and RS can also be a rich source of expertise for teaching and learning materials for global citizenship issues.

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PESTLE : 6 ENVIRONMENTAL

Task 7: Theme: Natural Environment

LO4: understand, consider and apply the concept of environmental factors to the issue of environmental pollution.

- Electronic waste or e-waste is one of the rapidly growing problems of the world. E-waste components can contain toxic substances that can have adverse effects on human health and the environment.
- 7.1 Identify the threats and dangers posed to human life and to the environment through the dumping of e-waste. LO1, LO4
- 7.2 Research the effects that poor e-waste management is having on the planet and especially on the poorer nations of the world. LO1, LO2, LO4

Resources: (Hard copies can be found in Advanced Resources for Global Citizenship Challenge)

- <http://www.independent.co.uk/news/uk/home-news/grim-forecast-for-waste-as-technology-rush-to-top-63m-tonn-by-2017-989446.html>
Grim forecast for e-waste as technology rush to top 63m tons by 2017
- <http://edition.cnn.com/2012/05/20/world/asia/china-electronic-waste-e-waste/>
China: The electronic wastebasket of the world
- <http://www.theguardian.com/global-development/2013/mec/14/toxic-waste-legal-dumping-developing-countries>
Toxic 'e-waste' dumped in poor nations, says United Nations
- <http://files.nicholas.duke.edu/forberrman/2012/11/13/electronic-waste-disposal/>
Electronic Waste Disposal
- <http://www.dailymail.co.uk/news/article-3049457/Where-computer-goes-die-Thinking-pollute-toxic-electronic-garbage-Africa-West-dumps-old-PCs-laptops-microwaves-fidges-phones.html>
- <http://www.dailymail.co.uk/news/article-2552665/Think-television-recycled-rid-Thailand-dumping-ground-one-dubbed-worst-squash-e-waste-site.html>
- http://www.euractiv.com/en/environment/toxic-waste/e-waste_recycling-legislation-toxic-waste_en/749491

Waste Electrical and Electronic Equipment (WEEE)

World Encyclopedia: Advanced Global Citizenship Challenge

<http://www.independent.co.uk/news/uk/home-news/grim-forecast-for-e-waste-as-technology-trash-to-top-65m-tons-by-2017-3605446.html>

Grim forecast for e-waste as technology trash to top 65m tons by 2017

2016-10-10 10:00:00

Grim forecast for e-waste as technology trash to top 65m tons by 2017



More recycling would lessen the danger of the Third World dealing with our electronic junk – and create opportunities for us

JONATHAN DYER

Illustration by JONATHAN DYER

They are on our person, in our homes and in our workplaces, many of them harbouring heavy metals and toxic materials which are dangerous to people and the environment unless they are properly recycled.

Yet the soaring international demand for electric and electronic products is fuelling a global rise in e-waste, which is set to reach 65 million tons annually by 2017.

The grim forecast is from a new study released today, which has mapped more than 150 countries.

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http://gov.wales/topics/energyandclimate/waste_recycling/legislation/wasteelectronicsequipment

Waste Electrical and Electronic Equipment (WEEE)

Share

Last updated: 13 March 2013

Explains the laws and where to find more information on disposing of electrical and electronic equipment safely.

Electrical and electronic equipment covers many products such as:

- large and small household appliances like fridges and kettles
- consumables equipment like TVs, radios and DVD players.

The term also applies to power tools, fluorescent lights and children's toys.

Items which do not use electricity as their main source of power, like gas cookers, are not included.

When these products reach the end of their lives they will be discarded and become waste electrical and electronic equipment (WEEE). Many waste electrical goods contain hazardous substances which can pose a risk to human health and the environment if they are not disposed of correctly.

The Waste Electrical and Electronic Equipment Regulations 2013

The Waste Electrical and Electronic Equipment Regulations 2013 came into force in the UK on 1/1/14 and replaced the 2006 regulations. The regulations provide for all WEEE that arises to be collected at designated collection facilities and transported to an approved authorised treatment facility or approved exporter for treatment, recovery, recycling or reuse.

The regulations also provide for the registration of all producers who put EEE on the market in the UK and for the establishment and financing by producers of systems to collect, treat, recover and dispose of WEEE that arises in the UK. Distributors are required to take back:

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<http://www.thequardian.com/sustainable-business/india-it-electronic-waste>

India's e-waste burden

The country's IT prowess attracts global business, but it also generates huge amounts of electronic waste often scavenged by children in dangerous conditions



Brigade Road, Bangalore. The city produces around 20,000 tonnes of e-waste per year and the figure is rising. Photograph: 15697.000000/Getty Images

[Leah Burrows](#)

Friday 11 October 2013 12:44 [BST](#) Last modified on Thursday 22 May 2014 07:01 BST

The Indian city of Bangalore produces some 20,000 tonnes of e-waste per year, according to a [report](#) by [Assocham](#), the Association of Chamber of Commerce and Industry of India. This figure is rising at a rate of 20% per year and the report's authors forecast the amount of computer waste across the country could increase by nearly 500% by 2020.

With a population of 8 million people, Bangalore has [emerged as a global telecommunications and technology hub](#) shouldering 40% of India's IT industry. Since the economic liberalisation of the 1990s, major international firms such as Infosys, Intel and Microsoft have opened bases there along with nearly 3,000 software firms, 35 hardware manufacturers and hundreds of other small scale businesses – turning this once lush farmland into India's Silicon Valley.

More than 500 Bangalore-based companies generate an annual revenue of over \$17bn (£10.3bn) – a healthy portion of India's \$82bn total tech-based export that started life as outsourcing and [backoffice](#) centres. Have you ever phoned your mobile phone company and been put through someone in [India](#)? They may well have been in Bangalore.

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- <http://www.theguardian.com/sustainable-business/india-it-electronic-waste>

India's e-waste burden

- Criteria to Evaluate the Credibility of WWW Resources
<http://mason.gmu.edu/~montecor/web-eval-sites.htm>
- Evaluate the quality and credibility of your sources
<http://library.uccs.edu/help/research/evaluate-the-quality-and-credibility-of-your-sources>

- 7.3 Evaluate the quality and credibility of your resources LO1
- 7.4 How might you address the environmental problem of the dumping of electronic waste? LO1, LO2, LO4
- 7.5 Think about how you might address this topic at a Global Choices Conference. Which method of presentation do you think would be most effective in conveying your recommendations for improving the current global situation concerning the dumping of e-waste? LO1, LO2, LO4
- 7.6 Carry out a SWOT analysis. LO1, LO2
- 7.7 Draw up a plan for your chosen Conference format. LO2, LO3, LO4



someone
people
citizen
world
cultures
global

The Personal Standpoint



Literacy: Reading: LO3

- You will carry out **research** – gathering together as many ideas, opinions and arguments of others as you can from a wide variety of sources in order to address the relevant **PESTLE** factors. This will enrich and strengthen your subject knowledge and therefore your argument. It will prepare you for any counter arguments or challenges that you may face. **LO1, LO2, LO4**
- You will:
 - utilise your **reading skills** of **skimming** and **scanning** to establish the central ideas of texts;
 - use **close reading** to elicit explicit meaning and make inferences;
 - **evaluate** the reliability and credibility of sources and delineate and evaluate argument;
 - **distinguish** between fact, opinion, bias and value judgements;
 - **address** and **challenge** the pre-conceptions, misconceptions, stereotypes and prejudices of yours and others;
 - **examine** values – yours and others and how and why those particular values are adopted;
 - **identify** bias and **analyse** different perspectives;
- Your research evidence may take the form of mind-maps, lists, etc that will help you to **synthesise** the **key points** from the all the sources that you have examined on **PESTLE** factors.
- It will give you the opportunity to clarify your comprehension. You can summarise ideas; paraphrase arguments; compare and contrast perspectives; and integrate information.
- From this you will be able to analyse, synthesise, reflect and evaluate all your gathered information in order to formulate your own well-reasoned decisions and judgments to support your thesis. **LO1, LO2, LO4**

Review your research outcomes in relation to your argument:

- Carry out a **SWOT** analysis to ensure the strength and validity of your argument against possible challenges and threats. **LO1, LO2, LO4**
- Summarise the key points of your argument, ensuring that your supporting materials are organised and matched to each point.

Welsh Baccalaureate: Advanced Global Citizenship Challenge

ADVANCED WELSH BACCALAUREATE
GLOBAL CITIZENSHIP CHALLENGE

GLOBAL CITIZENSHIP CHALLENGE

Literacy- Writing: LO3

In preparation for writing your personal standpoint, you will need to understand the **generic conventions** of the writing style. The best way to do this is to analyse exemplar material that is available on-line and to draw up a checklist to ensure that you include the **essential ingredients** in your own plan for writing your personal standpoint.

8.3 Planning:

- Focus on your thesis (argument)
- Remember the audience and purpose of your writing
- Your personal standpoint must seem to be credible, objective, knowledgeable and persuasive.
- Words are power and you want to choose language that works for you and your standpoint. Do not exceed 1,000 words.
- Remember your personal standpoint must show that you have given due consideration to differing arguments, claims and or points of view. Use your research wisely.

Outline plan:

- Your **opening paragraph** should contain your thesis statement.
- The **main body** of your writing should be divided into logically sequenced paragraphs that provide evidence to effectively convince the reader of the validity of your argument and show that you have:
 - presented facts, factors, differing opinions and viewpoints;
 - given a well balanced consideration of relevant PESTLE factors;
 - considered the credibility of the sources that you have cited;
 - **conveyed** your own personal views about your chosen global issue.
- Your **conclusion** should return to your thesis and sum up your argument and state your personal opinion clearly.

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GLOBAL CITIZENSHIP CHALLENGE

ADVANCED WELSH BACCALAUREATE
GLOBAL CITIZENSHIP CHALLENGE



The Global Choices Conference



someone
people
citizen
world
cultures
global

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GLOBAL CITIZENSHIP CHALLENGE

The Global Choices Conference

9.1 Key Note Speech

What is a key note speech?

A **key note speech** usually has a specific purpose:

It is usually delivered to set the underlying tone and to summarise the key message of a conference.

If you choose to deliver a key note speech then it must last for **10 minutes**.

Audience and Purpose

Audience: LO1, LO2, LO4

Your key note speech must be aimed at your specific audience, so you must establish who your audience will be, e.g. a conference of your peers in your own school/college or a general conference of students from other educational establishments.

Purpose:

Decide on the purpose of your **key note speech**, e.g.

- What effect do you want your key note speech to have on your audience?

For example,

- Will the purpose of your key note speech be to simply **raise the interest** of your audience to a specific aspect of your particular global issue?
- Will your speech be **informative or educational**?
- Will it be a speech that will **motivate your audience** to take some sort of action after they have listened to it?

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GLOBAL CITIZENSHIP CHALLENGE**The Global Choices Conference****9.2 Conference Paper**

The Conference paper must be of at least 300 words including key recommendations to be discussed at the conference.

Purpose: LO1, LO3

- What is the purpose of a Conference Paper?
- First you should establish the main purpose and concerns of the Conference. What is its central theme?
- Your Conference Paper must have a central thesis or purpose and should be relevant and significant to the theme of the conference.
- It should raise questions and key recommendations for discussion at the conference.
- It may argue a specific point or may share findings or other insights from research that you have carried out.
- Above all your Conference Paper must be accessible and clear.

Audience: LO1, LO2, LO4

- Your audience will be familiar with the subject matter of your global issue. Therefore you will need to convince them that you are a credible delegate and that your position or ideas about a particular global issue are correct.
- You must convince them that you have carried out relevant research and you have important findings and information to report.
- You must support your key recommendations with sufficient evidence and research to convince your audience of your credibility.

Format: Your Conference Paper will either try to convince your audience that your position or ideas about a particular topic are correct or that you have important findings and information to report about relevant research that you have carried out. **LO3, LO4**

Your paper should follow a logical sequence:

- Begin with your hypothesis.
- Make sure that you include any important information that the audience may need to understand the hypothesis.
- Discuss your research methods.
- Report your findings.
- Discuss the implications of these findings as they relate to your subject matter.
- Present your conclusions or recommendations.

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Plan, draft, review, evaluate, practise and amend: LO1, LO4

- Plan your writing remembering that you have a word expectation of at least 500 words.
- Write your first draft.
- Review and evaluate your writing. Have you achieved your goal?
- Amend and re-draft.
- Practise delivering your conference paper on your own and then to a friendly, critical audience.
- Adjust your pace and timing accordingly.

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9.3 Shot gun oral presentation of 5 minutes supported by additional contribution in appropriate format, e.g. a film clip, a play, a song, an animation.

- This is the option that gives you greatest flexibility to use and develop your creative and innovative skills (LO2) in order to generate new, original and innovative concepts or ideas to convey your understanding of your global issue. (LO4)
- Use a SWOT analysis (LO2) to assess and evaluate your ideas in order to help you make the right choice for your presentation. It will help you to identify problems and analyse possible options, decisions and solutions. (LO1)
- Reflect on your decision making process and justify your choice making your reasons clear. (LO1)
- Plan your final ideas, ensuring that you communicate your message and make your understanding of your chosen global issue clear to your audience. (LO3, LO4)
- Experiment with your ideas and amend them, making sure that they are appropriate to your audience and purpose. (LO2)
- Practise and rehearse your performance on your own and then to a friendly, but critical audience. (LO2, LO3)
- Adjust your pace and timing accordingly and ensure that your presentation lasts for at least five minutes.
- Ensure that the technology/staging/musical equipment that you may require on the day is available or compatible with your requirements. (LO1)

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Task 10 The Personal Review: LO1, LO2, LO3, LO4

- Your personal review should include your evaluation of:
- the development and application of your skills during the Challenge.
 - your contribution to the Global Conference.

Writing your Personal Review -- a guide.

- Be specific and detailed in all your comments
- Use any of the following prompts to help you reflect on your learning.

10.1 Skills:

- What did you learn? Think about the subject matter and the PESTLE aspects of your global issue. When researching and writing your Personal Standpoint, did you reflect and examine your own values? Did you change your attitude or perspective to your global issue? Why/why not? How were you able to ensure the reliability of your sources?
- How effective was your Personal Standpoint? How did you ensure the quality and accuracy of your writing?
- Were you well prepared for taking part in group or class discussions? Did you prepare notes and questions and share them with your group/class? Did you play an active part in discussion? Were you an active listener and did you respond positively to others? How do you know?
- Think about the skills that you learnt and developed during the Challenge. What are they and how did you develop them?
- What are your particular strengths and weaknesses? What new strengths have you developed? What skills need further development and why?

10.2 The Global Choices Conference:

- What was the focus for your chosen global issue? Who did you work with? Did you experience any problems whilst working with your group? If you did, how did you overcome them and what did you learn from this?
- What was your particular responsibility and contribution to the conference? Why did you choose to do what you did? Which PESTLE factors did you focus on? How successful was your contribution? What did or did not go well? Why was that? What would you do differently next time?
- What did you learn from your participation in the conference as a whole? e.g. What did you learn from observing the contributions of others? Identify skills that you could use and develop in your learning in the future.
- Add any other relevant and appropriate comments that you would like to make about your overall performance.

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Any questions?