

YEAR 10

GLOBAL PERSPECTIVES



SRI KDU
International
School
SUBANG JAYA

PROGRAMME OF STUDY - TERM 1

MEDIA AND COMMUNICATION:

- Investigating how international media conglomerates (e.g., Netflix, Disney, BBC) influence domestic cultural traditions and local storytelling

ARTS IN SOCIETY:

- Examining state-sponsored art versus underground protest art and comparing how different governments use (or suppress) artistic expression

CHANGE IN CULTURE AND COMMUNITIES:

- Analysing the impact of migration on local community identities and some case studies of diaspora communities preserving heritage while adapting to host nations

SOCIAL IDENTITY AND INCLUSION:

- Debating the effectiveness of affirmative action policies globally (India's caste-based reservations, Brazil's racial quotas, US college admissions).

LEARNING OBJECTIVES:

- Evaluate claims and give evidence on issues related to arts, media, culture, and identity
- Understand and express empathy for different social and cultural perspectives
- Draw conclusions from multiple sources on social identity and inclusion issues
- Develop ideas for consequences and solutions relating to cultural change

KEY LEARNING POINTS:

- AO1 Research, analysis and evaluation: Evaluating claims and giving evidence
- AO2 Reflection: Identifying how personal perspectives can change
- Evidence-based perspectives: Differentiating between quantitative data (statistics, surveys) and qualitative data (interviews, personal testimonies) and understanding when each is valid
- Global vs. national perspectives: Contrasting international consensus (e.g., UNESCO cultural preservation) with domestic policy priorities (e.g., national budget constraints on the arts)
- Localised opinions vs. personal intuition: Teaching students to recognize when a viewpoint is based on anecdotal experience versus rigorous, verifiable evidence

EXAM STRATEGY FOR PAPER 1

- Text-based source analysis: Training students to annotate exam passages to identify authorship, publication date, and potential hidden agendas
- Infographic decoding: Teaching students to "read" charts, graphs, and maps and to identify how data is framed to persuade the reader
- Logic and reasoning evaluation: Identifying common logical statements in exam sources
- Value judgement identification: Spotting loaded language and understanding how word choice reveals the author's bias
- Bias recognition: Understanding why people or sources might be biased and how to analyse for exaggeration, emotive language, generalisation, and opinion.

LEARNING OBJECTIVES:

- Evaluate arguments and data critically
- Recognise and understand bias in sources
- Evaluate claims and give evidence to support or refute them
- Synthesise information using T-charts (notes and thoughts)
- Draw conclusions based on the analysed information