

YEAR 11

GLOBAL PERSPECTIVES



SRI KDU
International
School
SUBANG JAYA

PROGRAMME OF STUDY - TERM 1

EMPLOYMENT

- Investigating labour rights issues within manufacturing supply chains
- Comparing working conditions in fast-fashion factories across Bangladesh, Vietnam, and Turkey
- Analysing the impact of automation and AI on future employment patterns
- Examining the gig economy and its effects on worker security and benefits
- Debating the ethical responsibilities of multinational corporations towards their workers

EDUCATION FOR ALL

- Analysing structural barriers to gender equality in global primary education
- Examining the digital divide and its impact on access to education
- Investigating the relationship between poverty and educational attainment
- Debating the effectiveness of international aid in improving education outcomes

CONFLICT AND PEACE:

- Analysing the role of economic sanctions in conflict resolution
- Examining the causes and consequences of civil conflicts in different regions
- Investigating the role of diplomacy and international mediation in peace processes
- Exploring post-conflict reconstruction and reconciliation efforts

LEARNING OBJECTIVES:

- Evaluate claims and give evidence on issues related to employment, education, and conflict
- Draw conclusions from multiple sources on employment, education, and peacebuilding issues
- Recognise and understand bias in sources relating to employment, education, and conflict
- Develop ideas for consequences and solutions relating to employment, education, and conflict

KEY LEARNING POINTS:

- AO1 Research, analysis and evaluation: Evaluating, recognising, drawing conclusions, and reviewing the claims and giving evidence on employment, education, and conflict issues
- AO2 Reflection: Understanding, identifying, reflecting and expressing empathy for different perspectives on employment, education, and conflict
- AO3 Communication and collaboration: Co-operating, planning and communication to develop ideas for the Team Project

EXAM STRATEGY FOR PAPER 1

- Text-based source analysis: Training students to annotate exam passages to identify authorship, publication date, and potential hidden agendas in sources about employment, education, and conflict
- 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

INDIVIDUAL REPORT & TEAM PROJECT SUBMISSION (COMPONENTS 2 & 3)

Topics covered in this phase:

- Final internal checks: Verifying all Individual Report & Team Project drafts meet the 2025–2027 assessment criteria before portfolio compilation
- Submission formatting: Ensuring correct file naming conventions, word count declarations, and authentication forms are completed
- Bibliography and referencing checks: Ensuring every factual claim has an in-text citation and a matching bibliography entry in correct Harvard format

LEARNING OBJECTIVES:

- Co-operate to develop a large number of ideas
- Plan simple guided teamwork
- Begin to collaborate as a team
- Set achievable goals with measurable outcomes
- Listen actively to work collaboratively
- Begin to conduct research for the team project

SKILLS DEVELOPMENT

ANALYTICAL SKILLS:

- Evaluating arguments and data critically on employment, education, and conflict issues
- Recognising and understanding bias in sources
- Drawing conclusions based on analysed information
- Evaluating claims and giving evidence to support or refute them

RESEARCH SKILLS:

- Conducting independent research on a local community issue
- Evaluating source credibility (CRAAP test)
- Formulating research questions
- Organising information and making effective notes

COLLABORATION SKILLS:

- Organizing team workflows and defining explicit roles
- Planning teamwork and setting achievable goals
- Listening actively to work collaboratively
- Co-operating to develop ideas and solve problems

COMMUNICATION SKILLS:

- Communicating orally to give opinions, ask questions, and justify views
- Writing coherently and logically
- Peer editing and providing constructive feedback