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Cambridge IGCSE® and O Level Global Perspectives

Coursebook

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Chapter 1

Information Skills

1

Learning objectives

By the end of this chapter, you should be able to:

- understand the importance of developing information skills
- identify perspectives and viewpoints from written and spoken sources and use them in your own work
- undertake research to find a variety of relevant information
- analyse and synthesise information found
- plan well, creating SMART goals
- ask and answer a variety of questions.

Introduction

Information is all around us – on television, radio and computers. We can gain information by searching for specific items or by surfing the internet. We constantly use information in our written and spoken work and in interactions with all the people in our lives. It is important to think about how you use information. This chapter focuses on developing the skills you need to cope with the vast amount of information we are subjected to on a daily basis.

In this chapter, you will learn to develop the following information skills:

- | | |
|--------------------------|-------------------------|
| 1.01 Perspectives | 1.02 Research |
| 1.03 Analysis | 1.04 Synthesis |
| 1.05 Planning | 1.06 Questioning |

1.01 Perspectives



SKILLS LINKS

- Chapter 1: Information Skills, 1.02 Research
- Chapter 1: Information Skills, 1.03 Analysis
- Chapter 3: Independent Learning Skills, 3.02 Note-taking
- Chapter 4: Collaboration Skills, 4.02 Decision-making



TIP

It is easy to become overwhelmed by the amount of information available so it's important that you are equipped to deal with it.

Understanding that we might see things differently to others is key to understanding.

Perspectives are based on personal experiences of the world and thinking about them.

People see the world differently because experiences and ways of thinking differ. Our views are influenced by many people, including our parents, friends and people we admire.

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KEY TERMS

Perspective: a particular way of regarding something / a certain world view.

ACTIVITY 1.01

Consider this glass of water. Do you think it is half full or half empty? Ask your classmates what they think.



Figure 1.01 Glass of water

There will probably be a mixture of responses and whether it is seen as half full or half empty, both perspectives are correct.

In this section, you will be exploring **global, national, local**, cultural and **personal** perspectives as well as different **viewpoints** within these perspectives, such as those of farmers, scientists, teachers and local politicians.

Considering **issues** from global, national and local perspectives is a requirement for your Individual Report (as described in the Introduction to this book). You will also explore your own personal perspective and whether this has been influenced by other perspectives. For the Team Project (also described in the Introduction), you are required to **collaborate** with people from different **cultures** within the same country and/or people from different countries, who believe in different things and/or have a different world view. You will try to present these differences in the **outcome** and **explanation** you produce for your Team Project.



KEY TERMS

Global: relating to the whole world.

National: related to a particular country/common to a whole country.

Local: related to a particular community or area.

Personal: related to yourself.

Viewpoint: a particular attitude, perspective or way of looking at an issue.

Issue: an important topic or problem for discussion or debate.

Collaborate: work together with others.

Culture: the ideas, customs, and social behaviour of a particular people or society.

Outcome: the final product following a period of collaboration to achieve the project aim.

Explanation: details about how the Outcome meets the project aim and shows different cultural perspectives.

ACTIVITY 1.02

Imagine you are a passenger in a car that stops at some traffic lights. As you are waiting, this limousine pulls up at the lights. Who do you think is in the limousine?



Figure 1.02 Limousine

Discussion point

Share your ideas with a partner.

Chances are some of their ideas were different ideas to yours: they saw it from a different perspective.



Reflection: Why do you think your partner had a different perspective to you?

ACTIVITY 1.03

Imagine you are in the 'Wilderness'. Close your eyes for a couple of minutes – see the wilderness, feel it around you, smell it, and hear it.

Open your eyes and write down all the words and phrase that express what you saw, felt, smelt and heard.

Discussion point

Share your perspective with a partner who is from a different country to your own.

You probably have different words and phrases from your partner, as you have envisaged the 'Wilderness' differently depending on your experiences (what you have already seen, heard and done in your life).



Reflection: Imagine how you might get different lists from people from different cultures and countries. Why do you think this would be?

Different definitions

You might think that certain words mean the same thing to everyone. You would be wrong in this **assumption**, which is why it's important to discuss things and ensure that you know the different perspectives on the same thing.



KEY TERM

Assumption: something that is accepted as true or as certain to happen, without proof.

ACTIVITY 1.04

Here are three words. They are all topics in the IGCSE Global Perspectives syllabus. What do they mean to you?

Write down a definition for each of the three words before looking at the definitions given in the key terms:

Globalisation
Family
Inequality

Discussion point

Share your definitions with a partner. Do they have the same as you?

Do you have the same definitions as in the key terms box on the next page?



KEY TERMS

Globalisation: process by which national and regional economies, societies, and cultures have become integrated through the global network of trade, communication, immigration and transportation.

Family: a basic social unit consisting of parents or guardians and their children, considered as a group, whether living together or not.

Inequality: the unfair situation in society when some people have more opportunities, money, etc. than others.

Thinking about a global perspective

A global perspective asks you to think beyond yourself, your family, your school, your community and your country or the country where you are living. Issues that are in the news are often global in nature, for example an **economic** or **social** issue.



KEY TERMS

Economic: to do with money.

Social: to do with people.

Often, a global issue or problem demands a global **solution**. It would not be possible to solve the global problem of climate change with a local solution, even though local **courses of action** might be taken to help towards a global solution. For the problem of climate change, for example, a local course of action might be a poster campaign aimed at businesses encouraging them to reduce the amount of fossil fuels they are using.



KEY TERMS

Solution: A means of solving a problem or dealing with a difficult situation.

Course of action: A plan or method used for achieving a specific aim or goal.

ACTIVITY 1.05

Look at this diamond nine grid which ranks some of the global issues that the world is currently facing. The most important one from this person's perspective is unemployment, which is at the top. Of equal importance underneath are population growth and disease. The issue this person thinks is the least important is at the bottom (crime).

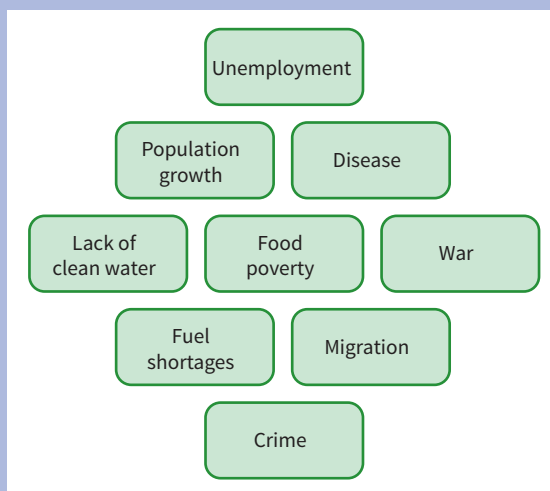


Figure 1.03 Prioritising global issues



Reflection: Do you agree with the priorities in Activity 1.05?

Consider which of these you think will be the most important for you over the next twenty years of your life. How might you change the grid (the order of priority, change of issues)?

Discussion point

Discuss the changes you would make to the diagram in Activity 1.05 with a partner.

Listen to your partner's perspective. Do you have the same priorities? Why do you think this might be?

You might have a similar perspective and similar priorities as you have some things in common; you are probably the same age, you might have the same friends and have had similar upbringings. You will also have the same influences in school. If you did this activity with someone in a different country or a different type of school, there may have been more differences.

Global, national, local and personal perspectives

ACTIVITY 1.06

Sometimes a national or local perspective might be different to the global perspective; at other times, it might be the same, depending on the issue.

Read the following issue, which focuses on the use of **Fossil fuels**. Put the different perspectives into your own words and explain each to a partner.

This is a global perspective:

Globally, we know that climate change is a serious issue and that one of the reasons for this is the overuse of fossil fuels. We also know that if we continue to use fossil fuels at the rate we are doing that they will run out soon. That is the reason we need to consider finding and using renewable sources of energy.

Figure 1.04 Global Perspective

This is a national perspective:

The perspectives of a country's government, however, might be that they cannot do anything about climate change as it is happening and will continue to happen regardless of whether they stop using fossil fuels or not. Also, the government may say the country needs to use fossil fuels to become as economically developed as other countries who have been using fossil fuels for years.

Figure 1.05 National Perspective

This is a local perspective:

Imagine that the community you live in is very globally aware and there is disagreement with the national perspective given above. They think that because there is a lot of wind and sun in the area, there must be alternative ways of generating energy so that fossil fuels are not used for heating and lighting, as they have seen how polluted some of the big cities are becoming and want to protect their environment.

Figure 1.06 Local Perspective



Reflection: Which of the perspectives from Activity 1.06 (global, national or local) do you agree with?

You may not agree with any of them and have your own perspective and reasons for this. This is your personal perspective.

It is likely that as you do research about global issues from different perspectives, your personal perspective will change.

This is fine; you just need to ensure that you can give reasons for your personal perspective.



KEY TERM

Information: Facts gathered about something or someone that helps our understanding.

ACTIVITY 1.07

The difference between perspectives and issues

Read the text below to identify the perspectives and the issues and put them under the correct heading.

| | Perspectives | Issues |
|---|--------------|--------|
| 1 | | |
| 2 | | |
| 3 | | |

Why fresh water shortages will cause the next great global crisis

Water is the driving force of all nature, Leonardo da Vinci claimed. Unfortunately for our planet, supplies are now running dry – at an alarming rate. The world's population continues to soar but that rise in numbers has not been matched by an accompanying increase in supplies of fresh water.

The consequences are proving to be profound. Across the globe, reports reveal huge areas in crisis today as reservoirs and aquifers dry up. More than a billion individuals – one in seven people on the planet – now lack access to safe drinking water.

Last week in the Brazilian city of São Paulo, home to 20 million people, and once known as the City of Drizzle, drought got so bad that residents began drilling through basement floors and car parks to try to reach groundwater. City officials warned last week that rationing of supplies was likely soon. Citizens might have access to water for only two days a week, they added.

In California, officials have revealed that the state has entered its fourth year of drought with January this year becoming the driest since meteorological records began. At the same time, per capita water use has continued to rise.

In the Middle East, swaths of countryside have been reduced to desert because of overuse of water. Iran is one of the most severely affected. Heavy overconsumption, coupled with poor rainfall, have ravaged its water resources and devastated its agricultural output. Similarly, the

United Arab Emirates is now investing in desalination plants and waste water treatment units because it lacks fresh water.

The global nature of the crisis is underlined in similar reports from other regions. In south Asia, for example, there have been massive losses of groundwater, which has been pumped up with reckless lack of control over the past decade. About 600 million people live on the 2,000 sq km area that extends from eastern Pakistan, across the hot dry plains of northern India and into Bangladesh, and the land is the most intensely irrigated in the world. Up to 75% of farmers rely on pumped groundwater to water their crops and water use is intensifying – at the same time that satellite images shows supplies are shrinking alarmingly.

Source: www.theguardian.com

You might have identified the following from the text:

Perspectives:

Global

Local – Brazilian city of São Paulo – people that live there; California

National – Middle East; Iran, South Asia, Pakistan, Bangladesh

Viewpoints – Leonardo Da Vinci, City Officials, Farmers

(Although the article deals mainly with the global perspective, it is possible to identify areas that might have their own perspective on the issues below. For example if you were living in Brazil, further research could be done about the Brazilian (national) perspective about water shortages, in comparison to perhaps the perspective of the people in São Paulo or your own home town/local community.)

Issues:

- Increase in population
- Water supplies running low
- Reservoirs and aquifers are drying up
- Lack of access to safe drinking water
- Desert landscape in the Middle East (affecting environment)
- Overuse of water
- Poor amounts of rainfall
- Affecting agriculture
- Need for desalination plants and waste water treatment units
- Loss of groundwater

When talking about perspectives, avoid giving just **information** about the different countries.



KEY TERM

Information: Facts gathered about something or someone that helps our understanding.

Summary

- It is important to understand that people might hold views that are different from yours.
- Having a different perspective does not mean someone is wrong.
- Considering issues from global, national, local and personal perspectives is a requirement for your Individual Report.
- The Team Project focuses on showing understanding of different cultural perspectives.
- A global issue demands a global solution.
- Issues are problems that need resolving; perspectives are the ways different people view the issues.

1.02 Research

SKILLS LINKS

- Chapter 1: Information Skills, 1.05 Evidence
- Chapter 2: Critical Thinking Skills, 2.01 Questioning
- Chapter 3: Independent Learning Skills, 3.02 Note-taking
- Chapter 5: Communication Skills, 5.01 Reading

To gain information that is of use to us and enables us to create **arguments** from different perspectives, we need to be able to do **research**.

KEY TERMS

Research: the investigation into and study of materials and sources in order to establish facts and reach new **conclusions**.

Argument: a line of reasoning to support a given perspective, idea, action or issue.

Conclusion: a judgement or decision reached.

When undertaking any kind of research, you need to have a clear idea about what you are looking for. For your Individual report, you will have formulated a question that enables you to consider an issue/issues from different perspectives.

You will be looking for information to support the points you make; allowing you to **analyse** and **synthesise** the **causes** and **consequences** of relevant issue(s) and proposing course(s) of action to help resolve the issue(s).



KEY TERMS

Analyse: break down a global topic into issues and explore the causes and consequences of these issues.

Synthesise: the combination of two or more sources of information to form something new and original that might support an argument.

Cause: is responsible for making something happen/is the reason behind something happening.

Consequence: happens because of something else/ is a result or effect of something.

ACTIVITY 1.08

Consider the following question for an Individual Report:

*'Should global **population** growth be restricted?'*

What sort of information are you going to look for?

Write down five questions that you think you might need answers to.

Discussion point

Share your five questions from Activity 1.08 with a partner. Do they have the same ideas as you?

Amend your questions if you think you need to (based on the discussion with your partner).

ACTIVITY 1.09

1 List possible **sources of information** relevant to each of the questions you have asked in Activity 1.08, including any **primary data** you may need to collect.

It's important to note that most of the information you will need for an Individual Report will be **secondary data**, but you may need to interview people in your community to find out the local perspectives about the issue(s).

2 Explain how each source of information will help you to answer the questions you have set. For your Individual Report, you will need to research and analyse range of different information from different perspectives and evaluate the sources of information you find, considering how well the source of information supports the argument you are making.



KEY TERMS

Sources of information: a publication or type of media where specific information can be obtained, for example reliable websites of government agencies, charities and voluntary organisations, newspapers, books and documentaries.

Primary data: information originally obtained through the direct efforts of the researcher through surveys and interviews.

Secondary data: information obtained from published sources on the internet or in books.

Selecting sources of information

When selecting sources of information to use in your Individual Report, try to use the following diagram.

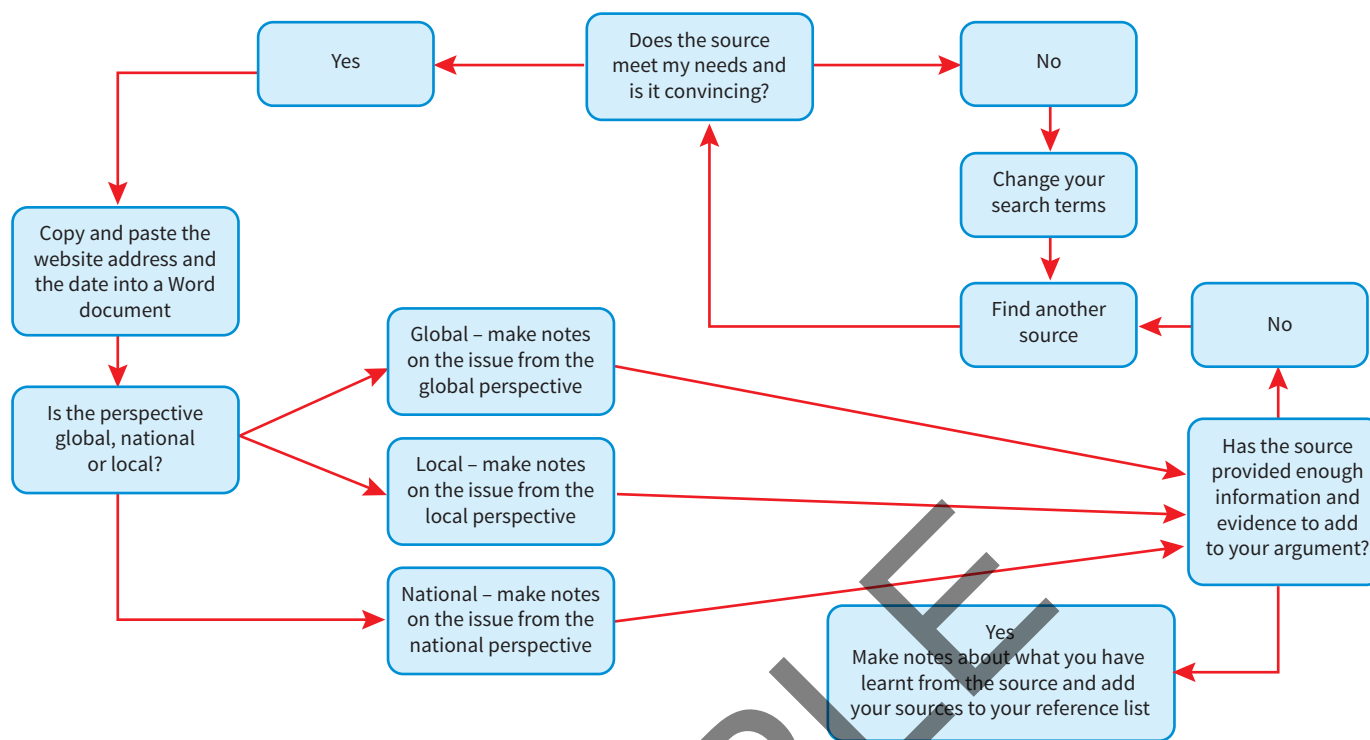


Figure 1.07 Source selection for an Individual Report

Search terms for research

Before you have finalised the question for your Individual Report, you will want to do some general research about the topic to see what sources of information are available. You might start your search with the title of the topic, for example, **Biodiversity and ecosystem loss**. However, you will soon find that it is too broad and will need to be more precise with your search terms. This is when you need to start narrowing down the question(s) you want to answer.



TIP

- You will get too many results if you put in only one or two words into a search engine. Put in between three and six key words to narrow your search.
- Put the main key word first: many search engines think this is the word you are looking for. Also, pay attention to the predictions that come before you type as this might give you further ideas. For example, starting to search 'how loss of biodiversity' returned 'affects humans'.
- The main results always appear in order. Sometimes it might be worth looking beyond the first page, but it is probably more practical for you to change your search terms rather than look at all the results. More precise search terms mean you will find the information you need more quickly.
- Be aware of those results that are sponsored by commercial organisations (such as those on the right-hand side of a Google page). These companies want you to use their sites as they can make money if people do.

ACTIVITY 1.10

- 1 Enter 'Biodiversity and ecosystem loss' into your search engine. (You don't need to click on any of the websites on the results page, just look at the page of results you get.)
 - a How many results do you get? (Quite a lot? Perhaps about two million: certainly too many for you to read!)
 - b What sort of sites do you get? (You might have found that some of these are from organisations you have come across before and might use again, for example WWF and WHO; and there will definitely be a **Wikipedia** link.)
- 2 Enter 'Threats to global biodiversity' into the search engine.
 - a What sort of results do you get now? (You should notice a change in the types of websites that are showing on the results page).
- 3 Now enter, 'Human activity threatens global biodiversity' into the search engine. You might have noticed that as you refine your search, you are also creating the question for your Individual Report. What might your question be as a result of this activity?
- 4 Try this activity with another topic from the eight topics for the Individual Report.

Discussion point

Find someone in your class who searched for the same topic as you in Activity 1.10 and compare your results.



Reflection: Can you now formulate a question for an Individual Report for the topic you chose?

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**KEY TERM**

Wikipedia: a free, open-content online encyclopaedia created through the collaborative effort of a community of users known as 'Wikipedians'.

**TIP**

Wikipedia might be useful as a starting point for further sources of information, as other sources of information are listed at the bottom of a Wikipedia article. However, you should avoid **citing** and **referencing** Wikipedia in your work. This is because it is generally classed as an unreliable source of information as anybody can edit it, so you can't be sure that what you are reading is correct.

**KEY TERMS**

Citing: quoting from or referencing a particular author or publication, usually in the main body of the work.

Referencing: listing sources of information referred to in a piece of work, usually at the end of the work.

Research for a Team Project

As outlined in the introduction to this book, for your Team Project you will be researching different cultural perspectives about the issue you have decided on as a team. Again, it is useful to start the research process by identifying the information you need. You do not have to include global, national, local and personal perspectives within your Outcome and Explanation, but will need to show understanding of different cultural perspectives. However,

you still need to choose a global topic that has local relevance and to identify an issue where you feel it is necessary to take action.

ACTIVITY 1.11

Imagine the following scenario:

*As a team, imagine you have decided on the topic of **Water, food and agriculture** for your Team Project.*

After some initial discussion and looking back at some of the work you have been doing in class about this topic, you decide to focus on the issue of food waste as a solution to food poverty. You want to find out how different countries are dealing with the issue of food poverty and what they do with food waste. As well as using secondary research data from the internet, you also want to do some primary research to find out what the situation is in your community and also in other countries where you have contacts.

You have decided to put together a short video clip as a way of persuading people to produce less food waste, and to donate money or items of food (tins, packets, etc.) to the food bank in your community.

- 1 What information do you think you need to find out?
- 2 How are you going to find out this information?

Discussion point

Discuss the ideas you have for Activity 1.11 with a partner.

Primary research

The Team Project asks you to engage with other people. It is expected that you will undertake some primary research and interact with people from different cultures; either people you know or that live in your community or via links and contacts your teacher has, rather than simply researching information about different cultures. Part of your team's explanation might report on the findings from primary research. You will want to gain information by creating a questionnaire or survey but you are not required to include these with your submission. Findings from your primary research should, however, be shown in the outcome, as assessment focuses on presenting different cultural perspectives to meet the project aim.

Research methods

You need to decide on the **research methods** you are going to use to collect information. This might depend on whether you want **numerical** data or **narrative data**. Common research methods are surveys, questionnaires and interviews.



TIP

You might also want to use primary research for your Individual Report to find out about the local perspective of an issue.



KEY TERMS

Research methods: the methods used to gather data and information that will be used in your work to support the points you make.

Numerical data (quantitative): information about quantities that can be measured and written down with numbers. Examples are your height and your shoe size.

Narrative data (qualitative): descriptive data, usually used to find out what people think about a situation or issue.

Questionnaires and interviewing as primary research

When creating questionnaires and interviewing people to gain information for your Team Project, it's important to discuss what information you need and from whom. This will depend on the aim of your project. In the scenario in Activity 1.11, you might have drawn up a diagram of ideas to base your questions for your questionnaire/interview on, as in Figure 1.08.

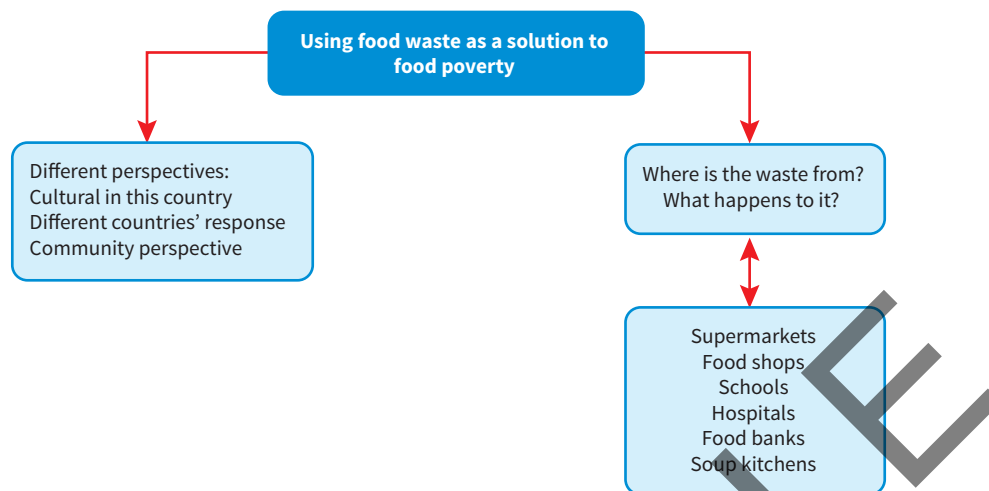


Figure 1.08 Food waste flow chart

From your flow chart, you can focus in on the questions you might want to ask and who you are going to approach, bearing in mind that any primary research needs careful handling.

Ethics in primary research

When interviewing people, it's important that you behave in a way that keeps them from harm, and that you treat all information you gather as confidential. There is no need for you to mention names in the research you do for the Team Project, it is enough that you gain information which shows different cultural perspectives on the issue.

In the example in the flow chart in Figure 1.08, you have identified that you want to speak to people who work in supermarkets or food shops to get their perspective about how much perfectly good food is thrown away, and what might be done with it instead. You might also want the perspective of people that work for a charity, such as a food bank or soup kitchen. For another cultural perspective you might find out what other countries do with food waste and find contacts abroad who might be willing to complete your emailed questionnaire.

All the information you get can build towards your video outcome to suggest that food wasted by supermarkets could help reduce food poverty, and to encourage individuals to waste less food and donate to charities that work to get food to people who need it.



TIP

Put the search terms '**ethics** in research' into a search engine to find out more about how to conduct primary research.



KEY TERM

Ethics: principles of what is right and wrong that govern a person's behaviour in a particular context, for example when conducting an activity like research.

ACTIVITY 1.12**Primary research steps**

Put these steps in the order you think they should go when conducting an interview as primary research for your Team Project:

- a** Design your interview questions/questionnaire.
- b** Make notes to record key information gained during your interview.
- c** Arrange a date, time and place for the interview.
- d** Assure interviewees that all information gained will be treated confidentially and no names will be mentioned.
- e** Introduce yourself, state the aims of your project and roughly how long the interview will take.
- f** Thank people for their time.
- g** Ask participants whether they are happy for you to use any information you gain.
- h** Contact the people you want to interview beforehand to tell them about your project and how they can help.
- i** Get approval for doing the research from your teacher.

Discussion point

Discuss with a partner to see if they have the same order as you. You might also discuss these steps with your teacher.

**TIP**

If sending out a questionnaire, make sure you allow enough time for getting responses back and analysing the responses so that they can be used in your project.

Academic honesty

Whether you have done research for your Individual Report or your Team Project, you should ensure that you write the information you have found out in your own words, as it is your work that will be formally assessed. You must not claim someone else's work as your own.

It is possible that you might use the odd quotation, but these should be in quotation marks, cited and referenced. Use quotations sparingly as they are counted in the word limit.

**TIP**

You must reference all the sources you use in your work. It does not matter which format of referencing you use (Harvard, MLA) but you should use the same one throughout a piece of work. When using a source in class, always copy and paste the website address and add the date to a Word document and then write notes in your own words.

Example website reference from Activity 1.07:

Why fresh water shortages will cause the next great global crisis (2015) McKie, R. [Online]
<http://www.theguardian.com/environment/2015/mar/08/how-water-shortages-lead-food-crisis-conflicts> (accessed 11/10/2015).

Summary

- Make sure you know what you are looking for before you start to research.
- You will be mostly using secondary research for your Individual Report.
- The Team Project requires the use of primary research.
- Try to be precise when using search terms.
- Treat people with respect and politeness when interviewing.
- Allow plenty of time for primary research.
- Always cite and reference sources of information.

1.03 Analysis

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SKILLS LINKS

- Chapter 1: Information Skills, 1.02 Research
- Chapter 1: Information Skills, 1.05 Evidence
- Chapter 2: Critical Thinking Skills, 2.01 Questioning
- Chapter 3: Independent Thinking Skills, 3.04 Evaluation
- Chapter 5: Communication Skills, 5.01 Reading

In your Individual Report, as well as considering different perspectives about the issue(s) under investigation, you need to be able to analyse them. This involves exploring the causes and consequences of the issues, so that you are able to propose possible courses of action. Analysing and evaluating the quality of the sources of **evidence** you use to support your arguments and answer the question you set as the title of your Individual Report is also part of the assessment criteria. You will be exploring this later in Chapter 2, section 2.02.



KEY TERM

Evidence: the available facts or information to support an argument, indicating whether something is true.



Reflection: Do you understand the key terms used here (perspective, issue, cause, consequence, course of action and evidence)?

If not, check the glossary now. You have come across these terms before and you need to make sure you understand them before you continue.

Identifying sources

Whilst you are researching during class activities and for your Individual Report, you will come across a number of sources of information that you may think are relevant to the different perspectives: global, national and local. It is important that you analyse what the main perspective of the source is, how it relates to your topic, what the issue is and what the causes and consequences of the issue are. By identifying relevant sources and making notes as you go along, you will quickly see whether you have enough information to explain the issue from different perspectives and have sufficient evidence to back up the points you make.

ACTIVITY 1.12

Read the extract below and identify the following:

- the topic (from the list of eight for the Individual Report)
- the issue
- the perspective.
- the cause of the issue
- the consequence(s) of the issue
- the evidence used in the source

Inequality caused by the digital divide

Despite latest figures from the International Telecommunications Union (2015) indicating that global internet usage increased from 6.5 to 43 per cent between 2000 and 2015, at least four billion people in the developing world; Africa, India and parts of Asia, remain offline. This is a clear indication that the digital divide stills exist and causes considerable problems for the nations affected.

Those parts of the world where internet access is not an issue; the United States, Europe and Northern Asia, are all at an advantage both economically, educationally and socially. However, developing countries are often unable to invest in the technology that will enable their citizens to enjoy a reliable internet service. Both the initial start-up costs and the investment needed to maintain the service are too expensive for these countries. Consequently, developing countries are unable to develop. They are put at a competitive and economic disadvantage internationally, because if a country does not have internet access, schools are unable to develop the information and technology skills that pupils need, both for accessing information to help with their education whilst at school, and for future study and employment. Many universities and employers are looking for the ability to be able to use technology for accessing information and services. Businesses are also unable to carry out business online, which puts their companies at a substantial competitive disadvantage within the global market.

Reference

Statistics confirm ICT revolution of the past 15 years (2015) Press Release [Online], http://www.itu.int/net/pressoffice/press_releases/2015/17.aspx#.VhpWQPIVikp (accessed 11/10/2105)

Discussion point

Share the ideas you have for Activity 1.12 with a partner. Did you identify the same things?



Reflection: Imagine that your Individual Report title is: 'Does the digital divide only exist in developing countries?' Would you consider using the article in Activity 1.12 as a source?

Digital World is the topic. The issue is stated in the title – the digital divide is a cause of inequality. The first paragraph also states that 'the digital divide still exists' and gives evidence of statistics (four billion people in the developing world have no access to the internet). The

perspective is a global one as it looks at the situation of internet access across the world. The cause of the issue is the cost for developing countries (start-up costs and maintenance costs). Consequences are economical, educational and social disadvantage, although social disadvantage is not explained. Competitive disadvantage is also referred to with a partial explanation. The source of evidence referred to in the article is recent and considered reliable as the ITU is the United Nations specialised agency for information and communication technologies.

You will need more than one source of information to meet the criteria of ‘*researches and analyses a range of different information from different perspectives*’ as stated in the assessment criteria for the Individual Report.

You will need to consider the variety of sources you use as you will want to include different perspectives and viewpoints on the issue(s). You also need to think about how many issues to analyse as the more issues, the less likely you will be able to, ‘*analyse the causes and consequences of relevant issues in depth*’ as required for level 5 of the assessment criteria.

**TIP**

Consider using two quality sources of information for each perspective; global, national and local. It might be easier to find sources for the global and national perspective, so think about the resources you can use to gain the local perspective such as local and community publications like newspapers and newsletters and websites.

ACTIVITY 1.13

Read the fictional article below, which is written as if from a national newspaper of a developed country.

Answer the following questions:

- 1 Is the issue of the digital divide being considered from a global or national perspective?
- 2 What are the causes, according to this article of a digital divide?
- 3 What are the consequences of the issues?
- 4 What evidence is used to support the arguments made?
- 5 Is this a relevant source for your Individual Report entitled, ‘Does the digital divide only exist in developing countries?’ Why?/Why not?

The digital divide is happening here

We keep hearing reports about the digital divide in the developing world. Forget the situation in Africa, what about the digital divide that is right under our noses, here in the developed world? According to the Royal Geographic Society (2015), there are approximately four million adults who live in social housing who don't use the internet.

Whilst the wealthy in society have the latest gadgets and are benefitting from advancements in technology, including being able to work from home thanks to technologies that allow for communication and collaboration, those without the means are struggling to pay for a limited connection and cannot afford to renew their technology every couple of years. This limits opportunities as between 75% and 95% of jobs require some use of a computer.

There is an increasing problem with the availability of languages other than English on the internet. This is causing a communication barrier for some communities within our country. This is especially an issue with schools trying to communicate with parents via technology. Often, it is the children who have the more developed English language skills and we cannot always trust they are communicating the right messages to their parents.

Finally, there is the issue of the digital divide between the older and younger generations and this is becoming increasingly an issue in communities where people never really found a use

for technology and therefore lack the skills or confidence to use the internet. Hospitals and doctors surgeries are now relying more on technology to communicate with patients, such as informing them when flu jabs are available. Those without the technology are finding it more difficult to access the support and care they need.

Reference

21st Century Challenges (2015) Royal Geographic Society [Online], <http://21stcenturychallenges.org/what-is-the-digital-divide/> (accessed 12/10/2015).

Discussion point

Discuss your answers to the questions in Activity 1.13 with a partner.

You will probably have found that this source is from a national perspective, although the issue is the same – the digital divide and one of the causes is the same (the cost), although this is more about the cost to individuals rather than the cost to a country. Another cause is the use of English, which can cause a language barrier and prevent people using the internet and as a consequence lead to a lack of information about what is happening around them, especially if they have children in school and the school uses a website to keep parents informed. Finally, another cause of the digital divide is that the older generation might not have the skills or confidence to use the internet for services like finding out information from hospitals' or doctors' websites. Evidence is given to support the argument and you can go directly to the source given and perhaps gain further information.

You will probably have decided that yes, you can use this source for your Individual Report.

Once you have found sufficient material and made notes for your Individual Report, you need to think about how you are going to present your ideas to show that you have analysed relevant information from different perspectives and the causes and consequences of identified issues. One way is represented in Figure 1.09.

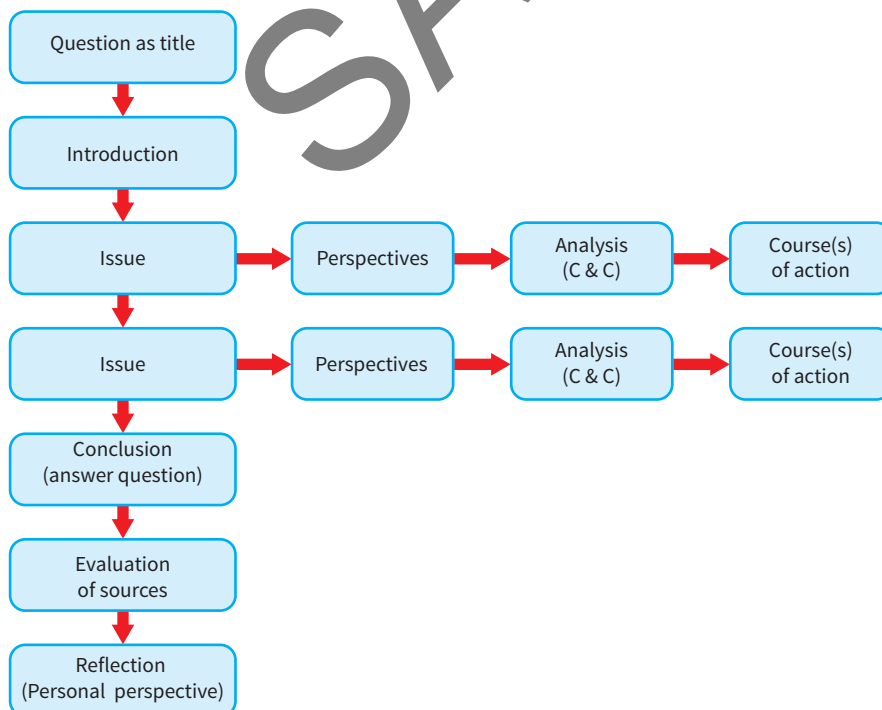


Figure 1.09 Individual Report structure

**TIP**

Look out for words like *because*, *since*, *due to* and *as* when trying to identify causes. These are also words you should be using in your Individual Report when talking about causes.

Look out for words like *as a result*, *therefore*, *thus*, *that's why* and *so* to identify consequences. Use them in your Individual Report when talking about consequences.

Analysing source material for the written examination

Learning how to analyse sources is not only useful for your Individual Report, it is a useful skill for the written examination as you are given source material to study and are expected to use it to answer the questions. Practising in class will help develop your analytical skills.

ACTIVITY 1.14

Copy out and complete an example form for analysing texts (in Figure 1.10) after reading the article about **Demographic change**. This is an example article (attributed to a fictional author and source), but the citations and footnotes are genuine.

Rapid population growth brings its challenges

By Greta Birds

The human population is growing at an annual rate of approximately 77 million people per year¹. The countries responsible for this growth include India, China, Pakistan, Nigeria, Bangladesh and Indonesia and it is expected that by the year 2025, the global population will have reached 8 billion². This is due to improved health care, longer life spans, and reduced infant mortality. Because of opportunities for work, half of the world's population live in cities, which is putting a strain of services such as hospitals and schools. Another major change has been the ageing of the population. In 1999, 10 per cent of the world's population were over 60 years of age³. According to the United Nations, this figure will reach almost 2 billion by the year 2025⁴. This change will have extensive social and economic consequences, including issues to do with employment, pensions, and long-term health care. While once restricted to developed countries, concern for the consequences of ageing has now spread to developing countries. According to the Mission for Population Control, which promotes family planning in India, the only solution to what could be drastic environmental consequences if population growth continues, is family planning to control population growth so that standards of living for the poor can be improved.

(Fictional) Reference: Birds, G. (an example article), [Online], <https://areallygoodnewspaper.com> (accessed 25/11/2015).

¹ <http://www.un.org/ga/istanbul+5/booklet4.pdf>

² <http://www.theguardian.com/global-development-professionals-network/2015/mar/16/2015-challenges-demographic-shifts-population-growth-youth-bulge-ageing>

³ <http://www.un.org/esa/population/publications/sixbillion/sixbilpart1.pdf>

⁴ http://www.un.org/esa/population/publications/bulletin42_43/weinbergmirkin.pdf

Figure 1.10 shows a form you might consider using for analysing sources during class activities.

| Title of source: | | | | |
|------------------|-------------------|----------------|---------------------|------------------------|
| Author: | | | | |
| Reference: | | | | |
| Date accessed: | | | | |
| Issue(s) | Cause(s) of issue | Consequence(s) | Supporting evidence | Further research to do |
| | | | | |
| | | | | |
| | | | | |

Figure 1.10 Form for analysing a source

Discussion point

Discuss with a partner to see whether you filled in the form for Activity 1.14 in a similar way.

21



Reflection: Is using the example form in Activity 1.14 a useful way of analysing a source?

Summary

- When analysing a source, you are looking for causes and consequences.
- You should try to use a range of different sources from different perspectives in your Individual Report.
- Make sure you are clear about the structure of your Individual Report.
- Words like *because*, *since*, *due to* and *as* signal causes.
- Words like *as a result*, *therefore*, *thus*, *that's why* and *so* signal consequences.
- The only way to develop your analytical skills is to practice.

1.04 Synthesis

SKILLS LINKS

- Chapter 1: Information Skills, 1.05 Evidence
- Chapter 2: Critical Thinking Skills, 2.01 Questioning
- Chapter 3: Independent Thinking Skills, 3.04 Evaluation
- Chapter: Collaboration Skills, 4.03 Creativity
- Chapter 5: Communication Skills, 5.04 Writing

Once you have analysed sources for information and you feel that you have enough to develop your own argument, either to take part in a discussion or debate in class or to answer the question for your Individual Report, you need to synthesise the information you have. This will then allow you to look for further sources if necessary to fill in any gaps and check that you have sufficient evidence to support the arguments you are making.



TIP

Synthesis does not mean writing a **summary**, a **review** or a **comparison**, but you can use all these to create something new, for example a drama production, a series of posters or a letter to the local council.

22

KEY TERMS

Summary: a brief statement or account of the main points of something.

Review: a critical appraisal of a book, play, film, hotel or other service or product, published in a newspaper, magazine or on a website.

Comparison: a consideration of the similarities and differences between two things or people.



Reflection: Do you remember what synthesis is? Refer to the definition in the glossary to check. Does Figure 1.11 help?

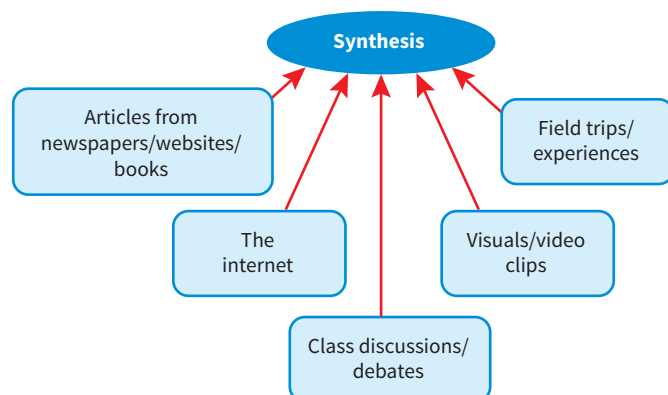


Figure 1.11 Synthesis spider diagram

As the spider diagram in Figure 1.11 shows, synthesis requires you to use a combination of two or more sources to come up with something new and original to support the piece of work you are doing. For example:

- an analysis of issues from different perspectives in order to answer your Individual Report question, build an outcome for your Team Project, or to formulate a line of reasoning to answer a question set in the written examination, as well as to contribute towards all the classwork you will produce
- poems and song lyrics, videos to highlight issues, posters and information leaflets to raise awareness and discussions and debates about global issues.

Using a T-chart

One way of helping you to organise your thinking about a global topic is to use a **graphic organiser** like a spider diagram as in Figure 1.11 or a T-chart. You can find out more about graphic organisers in Chapter 3, section 3.02 when learning about note-making.

By using a T-chart, you can connect what you already know with what you are learning, and as you do so, can reflect on what else you need to know and questions you want answers to. A T-chart is a two-column list often using 'Notes' and 'Thinking' as the headings to the two columns as in the one in Activity 1.15. A T-chart allows you to write down your observations, questions and reflections from any source, including images and audio and visual texts. Once you have a completed T-chart, you can use the information gathered for any purpose by synthesising it.



KEY TERM

Graphic organiser: also known as a concept map is a communication tool that enables you to express knowledge, concepts, thoughts, or ideas, and the relationships between them.

ACTIVITY 1.15

Look at the notes/thinking T-chart on the global topic of **Culture**.

T-chart about culture

| Notes | Thinking |
|-----------------------------|--|
| 1 food | a Many people eat the same kinds of now. |
| 2 traditions | b Does that mean culture and traditions are disappearing? |
| 3 celebrations | c Does everyone celebrate birthdays in the same way? |
| 4 language | d How many languages are there? Are any languages in danger of extinction? Why? |
| 5 shared history | e Does shared history relate to culture? |
| 6 sense of belonging | f How do people feel if they are moved from where they live because of war? |
| 7 identity | g Can we belong to more than one cultural group? |

Put the search term 'culture' into your search engine. Spend five minutes **surfing the internet** to have a look at any images or short texts that come up.

Add another note and another question to the chart.

**KEY TERM**

Surfing the internet: to spend time visiting a lot of websites on the computer.

Discussion point

Share the note and question/observation/reflection you write for Activity 1.15 with a partner.



Reflection: What might you use the information you have gathered in your T-chart in Activity 1.15 for?

**TIP**

The Team Project asks you to create an outcome showing different cultural perspectives on an issue. Try to find out about different cultures within your own country by searching for the name of the country you live in and 'different cultures'.

ACTIVITY 1.16

- 1 Choose one of the global topics listed for the Team Project and search for and note the website addresses of two or three short video clips about the topic, for example, **Human rights**.
- 2 Before watching the clips, complete the 'Thinking' part of your T-chart about what you already know about the topic of human rights with any questions/observations you have. You might already have been given a text or some pictures related to the topic and want to know more.
- 3 While watching the clips, complete the 'Notes' part of your T-chart.
- 4 After watching the clips, reflect individually on what you have written and what questions you still have.
- 5 Find someone in your class who has chosen the same topic as you.
- 6 Share your findings with your partner to gain further information and feedback.
- 7 Form a small group and discuss what action you could take to inform others about an issue to do with human rights and any other way you might raise awareness of the issue.

Synthesising information for your Individual Report requires you to look through all the notes and summaries you have made on the sources for the topic. Once you have your question, you can then pick out the information you are going to need that shows perspectives, analysis of issues and courses of action.

**TIP**

You might highlight perspectives; issues; the causes and consequences of an issue and your courses of action in four different colours. Don't forget you need to know where your information has come from as you are expected to evaluate the quality of the sources you have used.

ACTIVITY 1.17

Read this section from an imaginary Individual Report.

'Can reducing greenhouse gas emissions globally help towards sustainable living?'

Here in China, we are becoming more and more worried about air and water pollution, not just for ourselves, but also for future generations. According to the Pew Research Centre (2013), who conducted face-face interviews with 3,266 people earlier this year, anxiety about these issues has increased since 2008. Nearly half of those questioned rated air pollution as a significant concern; an increase of 16% since 2008, and 40% now feel that water pollution is a problem; an increase of 12%. Even though the information obtained was from a relatively small sample, considering that the population of China is almost one and half billion, it is a trustworthy source. The concerns are real and the Chinese government has expressed its desire to address them, even though the main cause of both air and water pollution is the Chinese government's preoccupation with economic growth (Balch, 2013).

Economic growth may have helped to reduce poverty, but it has brought with it the problems associated with an increase in carbon emissions; air and water pollution. As a result, the number of people wearing surgical masks has increased due to the thick layer of smog that lies over Beijing every morning and rarely disappears during the day. Many Chinese people are consequently concerned about their health and wearing these masks seems to be one way of breathing in less of the poison from the burning of fossil fuels. As a way of combatting these increasing carbon emissions, China is now considering dropping its rate of growth from 10% to 6%, firstly because a 10% rate of growth is almost impossible to maintain and secondly because these new problems like air and water pollution are dominating news programs across the country.

The global economy is very much dependent on fossil fuels for electricity. However, we need to find new technologies and cleaner, more renewable sources of fuel to cope with the world's energy demands. As well as encouraging businesses to think about the energy sources they use and to consider cutting carbon emissions, encouraging households to use renewable sources of energy like solar power will help protect the environment for future generations. Cash benefits could be given to households to encourage the adoption of solar power for domestic use. All countries need to work together to find ways of addressing the issues arising from the burning of fossil fuels to create a clean energy economy for a healthier world.

References:

Environmental concerns on the rise in China (2013) [Online], <http://www.pewglobal.org/2013/09/19/environmental-concerns-on-the-rise-in-china/> (accessed 13/10/2015).

Forget economic growth, we need real prosperity instead (2013), Balch. O. [Online], <http://www.theguardian.com/sustainable-business/forget-economic-growth-real-prosperity-instead> (accessed 13/10/2015).

Identify the following from the section:

- | | |
|---------------------------|--------------------------------|
| a The issues | e Courses of action |
| b The perspectives | f Evaluation of sources |
| c Cause(s) | g Evidence |
| d Consequences | h References |

Discussion point

Share your ideas for Activity 1.17 with a partner.



Reflection: Do you think it is easier to identify information or to produce it?

If you know what you are looking for, it is easier to identify specific details from given information than to synthesise all the information you have to produce something new like sections for an Individual Report. This is why it's important that you start to find sources and make notes early in your course of study. Then it won't be such hard work all at once at the end.

For the section in Activity 1.17, you will possibly have discussed the following:

- The title is clear and allows for the consideration of different perspectives.
- The issues are air and water pollution becoming a more pressing problem due to economic growth.
- The perspectives here are the national (China as the place where this learner lives) and the global.
- Cause is identified by 'brought with it' – economic growth demands the burning of fossil fuels.
- Consequences are smog that lies over the city for most of the day and as a result many people wear surgical masks because they are worried about their health.
- Courses of action are finding new technologies and cleaner, more renewable sources of fuel, encouraging businesses to think about the energy sources they use and to consider cutting carbon emissions, encouraging households to use renewable sources of energy like solar power by offering cash benefits.
- There is evidence of source evaluation – the research done by the Pew Research Centre and the relatively small sample size considering the size of the population.
- There is a reference list which includes references of the sources cited.

Discussion point

Discuss with a partner:

- 1 How you might improve the section of the imaginary Individual Report in Activity 1.17.
- 2 What other sections you need to add to create a complete Individual Report.

When synthesising information for your individual Report, you need to be clear about the information you need to include. The table below gives you an example of how you might structure your Individual Report. This is just one idea. You might decide to structure your report differently, and that's fine as long as all the key elements are included as stated in the assessment criteria. These guidelines should help you with what needs including, but the amount of resources and words for each section are approximate and might change, depending on your question.

Guidelines for the Individual Report

| SECTION | CONTENT |
|-----------------------|--|
| Title (as a question) | A clear, concise focused global question that can be answered from consideration of different perspectives (global, national and local) and viewpoints within these. |
| Introduction | A brief explanation of the question and some reason for the choice of topic and question, for example personal interest or local relevance. A brief identification of the issues to be discussed. A short introduction to the perspectives will lead into the next section. Approximately 100–150 words. |

| SECTION | CONTENT |
|--------------------------------------|--|
| Issue 1 | Analysis of the issue from different perspectives (two sources for each perspective), explaining causes and consequences. Formulation of possible course(s) of action. Approximately 550–600 words. |
| Issue 2 | Analysis of the issue from different perspectives (two sources for each perspective), explaining causes and consequences. Formulation of possible course(s) of action. Approximately 550–600 words. |
| Evaluation of sources of information | Analysis and evaluation of the strengths and weaknesses of the sources in supporting the arguments made. Approximately 275–300 words. |
| Conclusion | A supported conclusion that clearly answers the question set as the title of the report. Brief consideration of the issues and perspectives and evaluation of the strengths and weaknesses of the course(s) of action to help resolve the issues. Approximately 150–175 words. |
| Reflection | An outline of what has been learnt by doing the research, changes in personal perspective(s) on the issues and reasons for these changes linked to the evidence presented. Approximately 125–150 words. |
| Reference List | A list of sources used within the Individual Report. |

Summary

- Synthesising is creating something new from all the information you already have.
- You need to be able to synthesise information for all three components of IGCSE Global Perspectives.
- Using a graphic organiser like a T-chart can help you organise your notes and your thoughts.
- It is harder to synthesise than to analyse but analysing helps with synthesis.
- Synthesis is a skill that you will use throughout your education and future career so it is a skill worth developing.

1.05 Planning



SKILLS LINKS

- Chapter 1: Information Skills, 1.02 Research
- Chapter 2: Critical Thinking Skills, 2.01 Questioning
- Chapter 3: Independent Thinking Skills, 3.03 Reflection
- Chapter 3: Independent Thinking Skills, 3.04 Evaluation

Planning is part of life. We don't do many things without planning. We don't get on a bus without knowing where we are going, or have a party without planning what we are going to eat, drink and who we are going to invite. So, why would you not plan a piece of work, whether a Team Project, your individual report or an answer to a question in the written examination for IGCSE Global Perspectives?

**KEY TERMS**

Planning: the process of setting goals, developing strategies, and outlining tasks and schedules to accomplish these **goals**.

Goals: aims or the end product to show achievement of something.

Planning is a skill you will use throughout your life, but it needs developing as do all the skills within this book.



Reflection: Think about when you joined a social networking site. You couldn't just access it. You had to go to the website, register and create a password. You needed to then update your profile and decide who to connect with and then invite them. This is planning.

When completing any piece of work, you should get into the habit of following these steps.



Figure 1.12 Steps for completing a piece of work

When creating a plan, you should always try to create a **SMART** plan:

**KEY TERM**

SMART goal: a goal that is specific, measurable, achievable, results-focused, and time-bound.

SMART planning

You should be able to answer the following questions to create a SMART plan.

- 1 **Specific** – what are you trying to achieve and how you are going to achieve it?
- 2 **Measurable** – how are you going to assess whether you have achieved what you set out to achieve?
- 3 **Assignable** – what are you going to do and do you need help to achieve what you want to achieve?
- 4 **Realistic** – do you have the skills (or do others) and the resources (or where are you going to find them) to achieve your aim?
- 5 **Timely** – when are you going to achieve your aim by and can you really do this in this time frame (if not, you will need to change the time frame)?

ACTIVITY 1.18

Imagine the following Team Project:

Aim: To raise money to send to a charity by holding a cake sale in school.

Answer the questions above to create a S.M.A.R.T plan

Discussion point

Discuss your ideas for Activity 1.18 with a partner. Do you agree?

You might have discussed the following:

- 1 **Specific** – You are trying to raise money (you may have a target for the amount you want to raise) and you are going to sell cakes to raise this money.
- 2 **Measurable** – You will have raised the amount you planned for in Step 1. (Only if it is a sensible amount and you don't try to raise millions!)
- 3 **Assignable** – You will need to bake cakes and enlist the help of people to bake cakes and/or provide ingredients.
- 4 **Realistic** – you can bake cakes yourself, but possibly not as many as you are going to need, so you will need to get help from family and neighbours and you will need the ingredients – you might need help to provide these.
- 5 **Timely** – you need to decide on a realistic time frame for when you are holding the cake sale and whether you will have enough cakes or not. If not, you might need to reduce the amount you plan to raise (after all anything is better than nothing!)

One way of planning is to imagine the **long-term goal** or outcome and imagine all the **short-term** goals that go towards achieving the long-term goal in a series of steps. You can use a stairway (as in Figure 1.13) to visualise achieving short-term and long-term goals.

**KEY TERMS**

Long-term goal: an aim that might take a few weeks, months or years to achieve.

Short-term goal: something you want to achieve soon, in the near future. The near future can mean today, this week or this month.

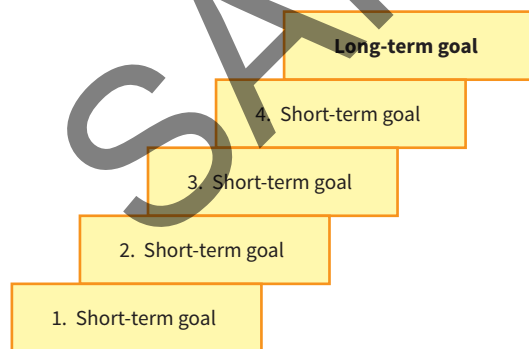


Figure 1.13 Stairway to success

ACTIVITY 1.19

Consider the following long-term goal: To cook a family meal.

Use the stairway to success in Figure 1.13 to identify the four short-term goals to reach your long-term goal.

Discuss your short-term goals with a partner. Do they have the same as you?

Short-term goals might have included: find or ask someone for a recipe, buy the ingredients, set a date and time, enlist a friend to help.

Think of something you want to achieve. Use the stairway to success to identify your long-term goal and the short-term goals to help you achieve your long-term goal.

Discussion point

Share your stairway to success for Activity 1.19 with your partner.



Reflection: Do you think the stairway to success is a good way of planning to achieve a long-term goal?

When planning your Team Project, you need to identify your aim and then plan the following:

- 1 The outcome to achieve the aim of your project
- 2 The tasks that need doing
- 3 Who is going to do what and when
- 4 The time frame for achieving your goal (the outcome to achieve your aim)
- 5 How you are going to evaluate your outcome

Your teacher will want to see that you have a plan for achieving the aim of your Team Project so it's a good idea to get into the habit of planning when doing any team work.

ACTIVITY 1.20**Action planning for Team Projects**

Here is a short description of a possible Team Project. Try to complete the Team Project action planning form (with the exception of the teacher comment section) in Figure 1.14.

You have decided to investigate the topic of **Human rights**, in particular, any issues relating to the rights of the **indigenous people** in your country. You want to explore how their different cultural perspective affects/influences their view of the rights they should have and how their perspective differs from yours and your schoolmates. Your aim in carrying out this project is to raise awareness in your school about these issues in order to promote greater understanding of the rights of the indigenous people and what can be done to help/support them.

Research activities include a visit to a community of indigenous people where you can learn more about the rich cultural heritage of the region and develop an understanding of the world view, traditional values and ways of knowing of the people. Activities planned include: walks, a tour of a cultural museum, a kayak trip, weaving workshops, and opportunities for informal discussion. Some primary research such as interviews can be conducted, You might also do some secondary research into government policies/archives, and the rights/treatment of indigenous people elsewhere.

Ideas for active project outcomes might include: the organisation of a Rights Awareness day with various cultural appreciation and human rights' awareness activities; an assembly video screening using footage/interviews from the visit to the community; an interactive lesson for younger pupils; a poster/series of posters to be placed around the school; a collage of pictures/text/poetry, bringing together the issues and what can be done to help.

TEAM PROJECT ACTION PLAN

Name: _____

Team members: _____

TEAM PROJECT IDEA _____

| Task (What?) | Action (How?) | Group member (Who?) | Time needed (How long?) | Date for completion (When finished?) |
|------------------|---------------|---------------------|-------------------------|--------------------------------------|
| | | | | |
| | | | | |
| | | | | |
| Teacher Comment: | | | | |

Figure 1.14 Team project action planning form

KEY TERM

Indigenous people: groups of people who are native to a particular country and have specific rights as a result their historical ties to a particular area.

TIP

Try to have only one aim and one outcome so it's clear what you are trying to do and the project doesn't get too complicated.

Discussion point

Once you have thought what to write in each section of the form for Activity 1.20, discuss your ideas with a partner.

Reflection: Do you think that the imaginary Team Project in Activity 1.20 is a realistic project? Why? /Why not?

As well as helping you to plan your Team Project, you will also find action planning useful for planning your Individual Report.

ACTIVITY 1.21

Action planning for your Individual Report

Read both example extracts from action plans, for example Individual Reports.

Give two strengths and one weakness of each.

Example 1

Name: Hans

Topic: Sustainable living

Question: Can reducing greenhouse gas emissions globally help towards sustainable living?

| KEY TASK | ACTIONS | ESTIMATE OF TIME NEEDED | DATE FOR COMPLETION |
|--|---|--|--|
| 1. Get Approval for IR title. | 1. Draft title based on topic. 2. List reasons for choice of topic and question. 3. Make appointment with teacher to finalise title. 4. Identify possible problems in doing the research. | 1. 30 minutes 2. 1 hour 3. 5 minutes; plus 15 minute consultation 4. 15 minutes | 1. 2/9 2. 2/9 3. 3/9 for 4/9 4. 2/9 |
| 2. Identify local/national and global perspectives and research relevant sources using internet. | 1. Book access to library computers for next two lunch times and check availability at home to shared family PC. 2. Discuss perspectives and issues with teacher. 3. Plan research. 4. Do research | 1. 10 minutes 2. 15 minutes 3. 15 minutes 4. ?? | 1. 3/9 2. 4/9 3. 4/9 4. ?? |

Figure 1.15 Action Planning – Hans

Example 2

Name: Joanna

Topic: Sustainable living

Question: What are the effects of the growth of cities worldwide?

| KEY TASK | ACTIONS | ESTIMATE OF TIME NEEDED | DATE FOR COMPLETION |
|-------------------|----------------------------------|-------------------------|---------------------|
| 1. Get Approval | See teacher as soon as possible. | | |
| 2. Start Research | Use tablet at home. | 4 days | Next month |
| | Use computer room at school. | 4 days | Next month |

Figure 1.16 Action Planning – Joanne

Discussion point

- 1 Discuss the strengths and weaknesses with a partner.
- 2 Discuss what you might tell each person if you were the teacher reviewing these action plans.

Planning research

All the research you do also needs planning, otherwise you will find yourself spending hours surfing the internet and not achieving anything. Here is an example of how you might plan your research once you have your question for your Individual Report.

| | | |
|---|--|---|
| 1 Title | <i>Question to guide your research</i> | Should genetically modified crops be used to help solve world food shortages? |
| 2 Research aims | <i>A short paragraph or bullet points outlining what you hope to achieve in the research linked to the question you intend to answer.</i> | The research is about the perspectives (global, national, local) and viewpoints (scientists, politicians, etc) about genetically modified foods and how important they are for food security around the world. The idea is to see if GM foods are a real solution to the problem of food shortages. |
| 3 Context | <i>A description of the background to the research outlining the key issues to be explored which have guided the general approach adopted.</i> | Everybody knows that there is inequality in the world and that although most people in the West have enough food, many people in developing countries do not. It is often shown in the media that many people are dying of hunger. |
| 4 Methods | <i>A description of the methods to be used to gather data and information that will be used as evidence. This should include an explanation of the reasons for the choice of method(s).</i> | I can use the internet to find out global and national perspectives. My teacher has given me a list of useful websites I could explore. I can do interviews and talk with people in my community and in school to see what they think about the issue – this will give me the local perspective. Interviews are good as primary research because you can tell what people really think and ask extra questions. |
| 5 Sources of Data and Evidence | <i>A description of the sources of data and information that will be used as evidence. This should include an explanation of the reasons for the choice of sources. This might include location, types of data, amount of information, and who is involved.</i> | The internet is the easiest for secondary research. I will search for newspaper articles and video clips to get information from different perspectives. I can interview people in school; teachers as well as students. I will also organise interviews with doctors at my local hospital and with members of the local church group. |
| 6 Recording of Data and Evidence | <i>A description of how the information and data will be stored.</i> | What people say will be written down in notes, but I might try to save the interviews to listen to again and compare with others. Some people might not like being recorded but I will explain that I will just summarise what they say for my report and then delete the interview from my phone. |
| 7 Possible Problems | <i>A description of potential difficulties or limitations that might affect the research, for example issues of access, time, cost, ethical considerations, confidentiality, and understanding of other cultures. This might include some explanation of how these difficulties might be overcome.</i> | I might not get enough people to interview for the local perspective. I don't know if it is OK to record the answers but if I ask them for permission they may not tell the truth. Some people may not tell the truth anyway. They could be biased or just make fun of my work. |
| 8 Analysing Data and Evidence | <i>An explanation of how the data and information will be used to answer the research question.</i> | By looking at the notes I will be able to see if people think it is a solution to the issue. I could do a chart and a graph and summarise responses from primary research and synthesise my findings about the global and national perspective. |
| 9 Presentation of information | <i>A description and explanation of how the findings of the research will be presented.</i> | I will need to write up my report so that it can be marked. Charts and tables would be good to show differences of perspective, but I must remember to refer to these in my written work. I must not forget to add my list of references. |

ACTIVITY 1.22

Read the information given in the table above and answer the questions.

- 1 Is it clear to you what this example Individual Report is about?
- 2 Do you think this person understands the requirements for the Individual Report? Why? / Why not?
- 3 Is there anything else you might have included?

Discussion point

Discuss your ideas for Activity 1.22 with a partner.

Summary

- To achieve the best outcome, you need to plan all the work you do.
- Using planning forms and templates helps with planning.
- Plans should be SMART.
- Teams work better together if they plan first.
- Your teacher will want you to plan your Individual Report so that they can guide you.
- Planning your research will help you focus on what you are search for.

1.06 Questioning
 **SKILLS LINKS**

- Chapter 1: Information Skills, 1.02 Research
- Chapter 1: Information skills, 1.03 Analysis
- Chapter 2: Critical Thinking Skills, 2.07 Problem Solving
- Chapter 3: Independent Thinking Skills, 3.03 Reflection
- Chapter 4: Collaboration Skills, 4.02 Decision Making

Gathering information is something we do all the time. It is a basic human activity. We use information for learning about things, about how to do things, for making decisions and for solving any problems we may have. To find **relevant information** and to be able to use this information, we need to be able to ask questions.

**KEY TERMS**

Relevant information: information that is closely connected or appropriate to the matter in hand or topic you are exploring.

Clarify: to make something clear or easier to understand.

Answering questions

You will be used to answering questions. Your teachers, parents and friends ask you questions all the time. They generally want to obtain information and **clarify** things.



Reflection: Consider some of the common questions you get asked. Do these generally start with: 'what, when, where, which and who/with whom'?

The intention of these questions is to find out or confirm what you are learning, doing, have learnt and done, are expecting to do, etc.

ACTIVITY 1.23

Write down five questions that you have answered recently.
Highlight the key question word at the start of each of these questions.

Discussion point

Discuss your questions from Activity 1.23 with your partner. How many of your questions start with the words why or how?

How and why questions are generally more difficult to answer than questions starting with what, where, who, which and when. This is because you have to think about them and give reasons, which is more difficult to do than answer questions that aim to elicit facts.



Reflection: Which of these questions is the most difficult to answer?

- 1 What is **Migration**?
- 2 Why do people move from one place to another?

You probably decided that question 2 is more difficult to answer as it asks for reasons, whereas question 1 asks for a definition of migration.

**TIP**

Key question words are:

What? Where? When? Who? Which? Why? How?

You will be answering questions in class and in your written examination. Sometimes, rather than a question, you will be given a **command word** to indicate what you need to write by way of an answer.



KEY TERMS

Command word: a command word in a question indicates the type of answer required.



TIP

The following are all command words that your teacher might use or that you might find in the written examination:

Analyse: break something down.

Assess: consider the evidence presented and make an informed judgement.

Compare: look for and state the differences / similarities.

Consider: think about the different choices given.

Explain: a detailed response that gives reasons for how and/or why.

Evaluate: identify strengths and weaknesses.

Identify/Give/State: answer briefly by picking out an answer.

Justify: explain why / give reasons for something.

ACTIVITY 1.24

Read the following text about the global topic of **Employment**. Answer the questions:

- 1 Give two reasons why it is good to have a job.
- 2 Explain which of these reasons for having a job is the most important.

Having a job is the most important way of reducing poverty, as not only does the money from working pay for food and accommodation, decent jobs give people a sense of pride as people feel that they are making a contribution to their family and community. Not having a job can lead to poverty and protests. Unemployment also leads to a rise in crime.

Discussion point

Share your answers to the questions in Activity 1.24 with a partner to see if they agree with you.

Asking questions

As well as answering questions during your course of study for IGCSE Global Perspectives, you also need to be able to ask questions.

You probably already ask many questions, but have you ever thought about the quality of the questions you ask and whether they actually **elicit** the information you need?



KEY TERM

Elicit: to draw out (information; a reaction, answer, or fact) from someone.

You can get information from different sources; from books and magazines or newspapers, from reading and listening material on the internet and from people that you might interview when conducting primary research. Before creating questions, you need to know the type of information you are looking for.

Here are some of the types of information you might need:

- Perspectives and viewpoints
- Current issues
- Causes and consequences
- Courses of action and solutions
- **Facts, opinions, predictions and value judgements**



KEY TERMS

Fact: Something that is known or can be proved to be true.

Opinion: A belief or judgement formed about something, not based on fact or knowledge and which cannot be checked.

Prediction: what someone thinks might happen in the future.

Value judgement: a judgement about whether something is good or bad, right or wrong, depending on their standards or priorities.

ACTIVITY 1.25

Let's consider the global topic of **Family**.

Match the question (a–i) with what you are trying to find out (1–9).

- a** Do you think an older relative should live with their family or are they better off in a home?
- b** Should we have to pay for care for an older relative by selling the family home?
- c** What are the effects on society of people living longer?
- d** What is the situation globally in relation to older people?
- e** Are Egyptian families responsible for caring for older relatives?
- f** How many people over the age of 60 are there globally?
- g** Why are people living longer?
- h** What will happen if we all live until we are 100 years old?
- i** What can be done to help older people live comfortably for the rest of their lives?

Here is what you are trying to find out:

- 1** National perspective
- 2** Current issue
- 3** Cause
- 4** Consequence
- 5** Course of action
- 6** Fact
- 7** Opinion
- 8** Prediction
- 9** Value judgment

Discussion point

Discuss your thoughts about which answer matches each question in Activity 1.25 with a partner.

You may have found that some questions were suitable for finding out different information, for example question **a** could be a suitable question to elicit someone's opinion or a value judgement (because they may think it is wrong that older people should go into homes).



TIP

Try using the key words as search terms. For example, if you are looking for information about the issues to do with older people globally, put 'current issues', 'older' and 'global'. If you are looking for facts about older people in a specific country, put 'facts,' 'older people' and then the country where you want the information from.

Your Individual Report question

When writing your question for your Individual Report, you can use Figure 1.17 to help.

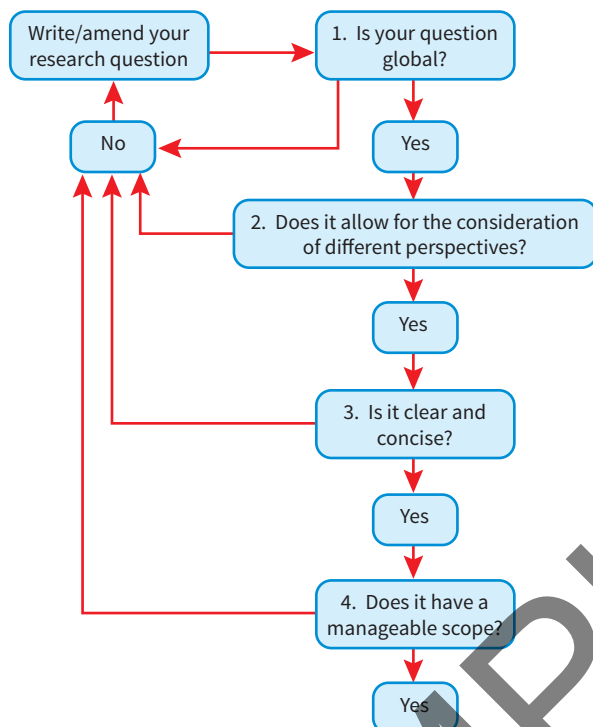


Figure 1.17 Formulating your Individual Report question flow chart

ACTIVITY 1.26

Use the diagram in Figure 1.17 to help you decide which one of the Individual Report questions in each pair is better. Try to give reasons for your decision.

- 1a** Is trade and aid important?
- 1b** Can fair trade help to ensure global food security?
- 2a** Can genetically modified foods help towards sustainable living globally?
- 2b** Are genetically modified foods bad?
- 3a** Is the continued existence of the Amazon rainforest important globally?
- 3b** Why does Indonesia need the rainforest?
- 4a** Has global use of the internet changed the way we communicate?
- 4b** Is digital technology important?

Discussion point

Discuss your thoughts about the example Individual Report questions in Activity 1.26 with a partner.

You might have decided that the following questions in each pair were better:

- 1b** as it has a more manageable scope than **1a** and is a global question
- 2a** as it is a global question and requires more than an opinion as an answer unlike **2b**
- 3a** as **3b** focuses on Indonesia only so is not global, unlike **3a** which is global
- 4a** as **4b** does not have a manageable scope and **4a** is a global question.

All the better questions in each pair allow for the consideration of different perspectives.

However, just having 'global' or 'globally' in the question does not necessarily make it a good question as this example shows: 'What is global sustainable living?'

Summary

- It is as important to be able to ask questions as to answer them.
- How and why questions are generally more demanding than what, where, when, who and which questions.
- Command words are often used instead of direct questions. Expect to see both in the written examination.
- You will need to ask different types of question depending on the information you are looking for.
- Your Individual Report question should be clear and concise, have a manageable scope, be global and allow for the consideration of different perspectives.
- You should be able to answer your Individual Report question in your conclusion.

Chapter summary questions

1.01 Perspectives

- 1 Identify one viewpoint within a perspective.
- 2 Explain the difference between a global and a national perspective.

1.02 Research

- 3 Identify one method of gaining information from people.
- 4 Explain the difference between primary and secondary data.

1.03 Analysis

- 5 Explain the difference between a cause and a consequence.
- 6 Explain why you think it's important to analyse a range of sources.

1.04 Synthesis

- 7 Give one example of something you might produce that requires you to synthesise information.
- 8 Explain the difference between analysis and synthesis.

1.05 Planning

- 9 Identify two things that need planning in order to carry out a Team Project.
- 10 Explain why you think planning your research is important.

1.06 Questioning

- 11 Give one question word that asks for a reason or reasons.
- 12 Explain why this question is a suitable question for an Individual Report: 'Does humans' relationship with animals benefit the planet?'

Practising Information Skills

In this chapter, you have been looking at developing your ability to deal with the massive amount of information you are exposed to on a daily basis. You should now have a clearer idea about how to deal with this information during your course of study for IGCSE Global Perspectives. You will so far have been developing your understanding about perspectives, research, analysis, synthesis, planning and questioning. In the following sections of the chapter, you will be taking part in activities to practise what you have learnt.

This section of the chapter is divided into three; developing information skills, establishing information skills and enhancing information skills. Each section is designed to build on the section before. You can either work through each section in turn or choose the section that you feel is at the most appropriate level for you. You should see a progression in difficulty through the three sections.

Developing Information Skills

This section uses the topic of **Changing communities**, which is one of the eight global topics listed in the IGCSE Global Perspectives syllabus for the Individual Report (Component 1). You will be using this topic as the vehicle for improving your information skills.

40



SKILLS LINKS

- Chapter 1: Information Skills, 1.01 Perspectives
- Chapter 1: Information Skills, 1.02 Research
- Chapter 1: Information Skills, 1.03 Analysis
- Chapter 1: Information Skills, 1.04 Synthesis
- Chapter 1: Information Skills, 1.05 Planning
- Chapter 1: Information Skills, 1.06 Questioning

ACTIVITY 1.27

What does the term, 'Changing communities' mean to you? Write down as many words and phrases as you can think of in five minutes. You could do this as a bulleted list.

Discussion point

- 1 Discuss your ideas about what the term, 'Changing communities' means with different people in your class.

Do they have the same perspective as you?

Were the ideas gathered mostly positive or negative?

2 Look at the two photos in Figures 1.18 and 1.17.



Figure 1.18 Astana – the capital of Kazakhstan



Figure 1.19 Flooded Bangkok

Which of these images most closely represents how you think that communities are changing?

Give reasons for your choice.

Do your classmates agree with you? Find out their views.

Does your teacher agree? Find out their views.

ACTIVITY 1.28

- 1 Consider some of the reasons why communities have changed over the years; improved and new technologies, migration, economy, industrialisation, climate change, etc. Which of these do you think has had the greatest impact on your community? (It's likely that more than one of these has changed your community.)
- 2 Find one other image that represents how you think communities are changing.
- 3 Share your image with a partner and discuss both images, identifying how they show changes in a community.

ACTIVITY 1.29

Read the text and answer the questions:

- 1 Do you agree that the issues within this text are considered from a global perspective? Give at least one reason for your answer.
- 2 Give one of the issues discussed within the text.
- 3 Identify one reason for communities changing.
- 4 State one consequence of extreme weather conditions from the text.
- 5 Write down one question you would like an answer to as a result of reading this text.

Changing Communities

Hurricane Katrina was the worst residential disaster in the history of the United States, amounting to approximately 135 million dollars of damage. This devastation affected the most vulnerable communities within the region. This is just one example of the impact that extreme weather conditions due to climate change are having on communities around the world.

According to the United Nations, unless there is a global effort to reduce carbon emissions, communities will change forever as a result of climate change. Droughts are affecting communities globally as people struggle to survive, becoming displaced and losing their jobs

as the land they rely on dries up. Tensions exist between communities who feel that access to clean water is a right and those that are happy to pay for it. In many parts of the world, if you can afford the cost, you can use natural resources like water and heating. However, questions have been asked about whether it is acceptable for some communities to have water to keep their gardens nice and their grass green in a drought when some people do not have enough for their basic needs like washing and cooking. Their gardens are of course the least of their worries and remain dull and brown in times of drought.

Discussion point

Share your answers to the questions in Activity 1.29 with a partner.

ACTIVITY 1.30

Search for a further source of information from your national perspective to find a text about how communities are changing due to extreme weather conditions. This might be a written or spoken source of information.

Once found, use the table below. Copy and paste the website address, and make notes under the headings: perspective, issues, causes and consequences.

| Website address: | | | |
|------------------|--------|--------|--------------|
| Date: | | | |
| Perspective | Issues | Causes | Consequences |
| | | | |



Reflection: What terms did you use for your search for Activity 1.30?
 How long did it take you to find a suitable source?
 Do you feel more confident about finding relevant sources of information?

Discussion point

Share your source of information and completed table for Activity 1.30 with a partner or a small group. By doing this you will have different sources of information about the same topic and similar if not exactly the same issues.

ACTIVITY 1.31

- 1 Use the sources of information you have on the topic of ‘Changing communities’, to write a short letter (approximately 80–100 words) to go in your community newsletter about how extreme weather due to climate change is affecting the local community and about what can be done locally to cope with the issues arising.
- 2 Ask a partner in your class to give you some feedback about your letter: two highlights/ things that they think are good, and why, and one area where they think you can improve your letter.

ACTIVITY 1.32

Consider the following questions that could be used for the title of an Individual Report:

- 1 How are communities changing?
- 2 Is climate change responsible for changing communities globally?
- 3 What are the reasons for changing communities globally?

Which of these three questions do you think is the best question for an Individual Report? Give reasons for your decision.

(You can use Figure 1.17 to help you decide.)

Discussion point

Share your choice of question for Activity 1.32 with a partner to see if they agree.



Reflection: Can you think of a better question for an Individual Report within the global topic of 'changing communities'?

Check with your teacher to see if your question is a good one.

ACTIVITY 1.33

Imagine you are planning research to complete an Individual Report on the global topic of **Changing communities**. Read through the research planning form in Figure 1.20 and suggest what might go in the gaps a–h.

| | | |
|---------------------------------------|---|--|
| 1 Title | <i>Question to guide your research</i> | (..... a) |
| 2 Research aims | <i>A short paragraph or bullet points outlining what you hope to achieve in the research linked to the question you intend to answer.</i> | The research is about the perspectives (..... b) and viewpoints (..... c) about (..... d). The idea is to see (..... e). |
| 3 Context | <i>A description of the background to the research outlining the key issues to be explored which have guided the general approach adopted.</i> | Everybody knows that climate changes is causing extreme weather conditions around the world and that it is an individual's as well as a country's responsibility to prevent climate change. |
| 4 Methods | <i>A description of the methods to be used to gather data and information that will be used as evidence. This should include an explanation of the reasons for the choice of method(s).</i> | I can (..... f) |
| 5 Sources of Data and Evidence | <i>A description of the sources of data and information that will be used as evidence. This should include an explanation of the reasons for the choice of sources. This might include location, types of data, amount of information, and who is involved.</i> | The internet is the easiest for secondary research. I will search for newspaper articles and video-clips to get information from different perspectives. I can interview people in school; teachers and other staff as well as students. |

| | | |
|---|--|---|
| 6 Recording of Data and Evidence | <i>A description of how the information and data will be stored.</i> | <i>I will copy and paste the website into my online blog and add dates when I find sources. I will (.....g.....) and then create summaries from the notes I make.</i> |
| 7 Possible Problems | <i>A description of potential difficulties or limitations that might affect the research, for example issues of access, time, cost, ethical considerations, confidentiality, and understanding of other cultures. This might include some explanation of how these difficulties might be overcome.</i> | <i>I might not get enough people to interview for the local perspective.</i> |
| 8 Analysing Data and Evidence | <i>An explanation of how the data and information will be used to answer the research question.</i> | <i>By looking at my notes I will be able to see if whether I have enough information to answer my question. If not, (.....h.....)</i> |
| 9 Presentation of information | <i>A description and explanation of how the findings of the research will be presented.</i> | <i>I will need to write up my report so that it can be marked. I must not forget to add my list of references.</i> |

Figure 1.20 Research planning form for ‘changing communities’

Discussion point

Share your ideas for Activity 1.33 with a partner.

Establishing Information skills

This section uses the topic of **Employment** to establish your information skills. This topic is one of the eight global topics listed in the IGCSE Global Perspectives syllabus for the Written Examination (Component 1). Your teacher can tell you what these are. You will build on the skills you have acquired so far so that you start to feel more confident about finding and using information from different sources.

SKILLS LINKS

- Chapter 1: Information Skills, 1.01 Perspectives
- Chapter 1: Information Skills, 1.02 Research
- Chapter 1: Information Skills, 1.03 Analysis
- Chapter 1: Information Skills, 1.04 Synthesis
- Chapter 1: Information Skills, 1.05 Planning
- Chapter 1: Information Skills, 1.06 Questioning

ACTIVITY 1.34

Work with a partner to break down the global topic of ‘Employment’ into sub-topics, for example motivation, pay, hours...



Reflection: Do you have a job? If so, what tasks does your job require you to do?

ACTIVITY 1.35

- 1 Which of these questions would give you information from a global, a national/local or a personal perspective?
 - a What work do you see yourself doing in ten years' time?
 - b What causes unemployment?
 - c What is being done locally to help the unemployed?
 - d What are the main things you consider when looking for a job?
 - e Why has the level of unemployment increased in recent years?
 - f Why is it important to be employed?
- 2 Write the answers to these questions by finding out any information you didn't already know. Don't forget to note down websites that give you the information needed for the activity.

Discussion point

Share your answers to Activity 1.35 (b, c, e, and f) with a partner to see if they have the same information as you. Discuss also the search terms you used to find the answers and any useful websites you wrote down.

ACTIVITY 1.36

Read the text about why people work, then answer the questions.

- 1 Identify two reasons why people work.
- 2 Which one of these reasons do you think is most important? Explain your answer.

Why do people work?

We all have different reasons for working. At face value, you might think that this is a straightforward question that has a straightforward answer, which is 'for money'. However, nothing is ever straightforward, is it? Have you ever considered what motivates you? Ask around and you will find that the reasons people work are different. Generally we all work because we get something we need from working. That something affects our quality of life and our general well-being.

Consider the following: Some people work because they love what they do, others like to achieve certain goals that they set themselves. Some feel that they are contributing to something bigger than themselves and that they have a responsibility to society to work, which may be one explanation why people do voluntary work for charities. Some work because they like the contact with other people; customers, fellow workers, etc. Others wouldn't know what to do with their time otherwise. Motivation is what drives people to work and motivation is complex. What motivates some does not motivate others. The importance of money, however, should not be underestimated. It is the main benefit of working, but people don't just work for the money itself, they work for what it can provide – basic needs like food and accommodation, sending children to school and college, nice holidays, etc. These are motivational.

So, what motivates you?

Discussion point

Discuss your answers to Activity 1.36 with a partner and then ask your teacher how many marks your answers might have scored.



Reflection: How would you answer the question posed at the end of the text for Activity 1.36: *'So, what motivates you?'*

ACTIVITY 1.37 PART A

Imagine you want to do some primary research to find out what motivates different people, what they think about work, why they work and how important motivation is for them to do a good job. The aim of the activity will be to produce a poster to persuade people about the importance of motivation for better performance at work. Answer the following questions:

- 1 Who are you going to ask?
- 2 How many people are you going to ask?
- 3 What information do you want?
- 4 What methods are you going to use?
- 5 How are you going to collect information?
- 6 How are you going to record information?
- 7 What are you going to do with the information you collect?

Discussion point

Discuss your ideas for Part A of Activity 1.37 with a partner.

ACTIVITY 1.37, PART B

For this part of the activity, you are going to conduct some primary research. Limit the number of people you are going to ask to ten, and they should be people at your school (students, teachers, and other school staff), parents and relatives and/or neighbours.

- 1 Decide on asking them to complete a questionnaire with ten questions about what motivates them, what they think about work, why they work and how important motivation is for them to do a good job... You can have a mixture of questions that ask for narrative and numerical data.
- 2 Work with your partner to design your questionnaire.
- 3 Ask your teacher for feedback so that you can improve your questionnaire.
- 4 Give your questionnaire to the ten people you have chosen.
- 5 Collect your questionnaires (after about one week, which you need to tell them when you hand them out).
- 6 Analyse the information you have gathered.
- 7 Design a poster to persuade people that being well-motivated leads to better performance at work.
- 8 Ask your teacher to give you feedback on your poster – does it show your primary research findings and does it persuade of the importance of being well-motivated for better performance at work?

ACTIVITY 1.38

For this activity, you will be considering the issue of youth unemployment. Don't forget that when researching, you can look for written and spoken texts.

- 1 Put the search terms 'youth unemployment globally' into your search engine and find one article from a newspaper that you might be able to use to find out more about this topic. (You will see that there are still a lot of websites so will need to narrow your search.) Make a note of this website.
- 2 Put the search terms 'causes of youth unemployment globally' in your search engine. Find one website that gives you information about the causes of youth unemployment from a global perspective. Make a note of this website.
- 3 Now put 'consequences of youth unemployment globally' into your search engine and choose one website that gives you information about the consequences of youth unemployment from a global perspective. Make a note of this website.
- 4 For each of your sources, make notes about the current situation regarding youth unemployment around the world and the main causes and consequences of youth unemployment globally.
- 5 Repeat steps 1, 2, 3 and 4. This time replace the term, 'globally' with the name of the country you live in.
- 6 Write one paragraph addressing the current situation regarding youth unemployment globally, its causes and consequences and another for the situation where you live. Try to include words like **because, since, due to** and **as** when writing about **causes** and **as a result, therefore, thus, that's why** and **so** when writing about **consequences**. Make sure that you use your own words from your notes. (When you copy and paste one of your sentences into your search engine, the search should not bring up the website where the information originally came from.)
- 7 Put the websites you found in a reference list at the end of your work.

Discussion point

Share the work you have done for Activity 1.38 with a partner or with your teacher to gain some feedback. Ask them to comment on what they think is one of the strengths of the work, and one area that they think needs improvement.



Reflection: Use the feedback gained from sharing the work done for Activity 1.38 to go back and improve your work.

ACTIVITY 1.39

Work with a partner or in a small group for this activity.

Using the sources of information gathered throughout this section on the global topic of **Employment**, produce some song lyrics. You can use a well-known tune to perform your lyrics to, and either perform live in front of your class or make a recording of yourself performing it. You might make a plan of action to include the following:

- 1 The aim of your song.
- 2 The audience for your song.
- 3 The issue(s).
- 4 The words and phrases you want to include.

You can use the template below for your plan and get some feedback from your teacher when your plan is complete, before you write your lyrics.

| Group activity: to produce song lyrics for the global topic of 'Employment' | | | | |
|---|---------------|---------------------|-------------------------|--------------------------------------|
| Aim: | | | | |
| Audience: | | | | |
| Issue: | | | | |
| Task (What?) | Action (How?) | Group member (Who?) | Time needed (How long?) | Date for completion (When finished?) |
| | | | | |
| | | | | |
| | | | | |
| Teacher Comment: | | | | |
| Strength(s): | | | | |
| Area(s) for improvement: | | | | |

Figure 1.21 Action planning for a group activity

Enhancing Communication Skills

This section uses the topic of **Transport systems** to enhance your communication skills. This topic is one of the eight global topics listed in the IGCSE Global Perspectives syllabus for the written examination (Component 1). By working through the activities in this section, you will continue to build on the communication skills you have acquired so far.

SKILLS LINKS

- Chapter 1: Information Skills, 1.01 Perspectives
- Chapter 1: Information Skills, 1.02 Research
- Chapter 1: Information Skills, 1.03 Analysis
- Chapter 1: Information Skills, 1.04 Synthesis
- Chapter 1: Information Skills, 1.05 Planning
- Chapter 1: Information Skills, 1.06 Questioning

ACTIVITY 1.40

Here are two questions that you might want to ask when looking at issues to do with transport systems from a national perspective:

- How have transport systems in my country changed in recent years and why?
- What improvements could be made to the public transport system in my country and why?

Write down two questions to look at issues to do with transport systems from a global perspective.

Discussion point

Discuss the questions you have written for Activity 1.40 with a partner. Decide which are the best two out of the four questions and why.

ACTIVITY 1.41

Use key words from the questions you have written for Activity 1.40 to search for the information you need to find information about transport systems from both a national and global perspective. You might share the work with a partner and take two questions (one global and one national) each.

For your questions, write down each question, the website where you find the information to answer each question and a short answer to each question in your own words.

Discussion point

Discuss the answers to your questions in Activity 1.41 with your partner.



Reflection: What have you learnt about the global topic of transport systems that you didn't know before you started Activities 1.40 and 1.41?

What do you now think about issues to do with transport systems (this is your personal perspective)?

ACTIVITY 1.42

- 1 When analysing a text for information, what are you generally looking for? Try to think of at least three things.
- 2 Analyse the following text to gain information for these three things.

Traffic congestion around the world

Many cities in the world have to cope with thousands of cars going through them every day. Traffic congestion is, therefore, a major problem, as is air pollution from car and lorry fumes. The reasons why traffic congestion is such an issue is that there are more vehicles on the road because the adult population is increasing and adults need and want to be able to get around easily. Bad driving causes accidents, which leads to roads being out of action as the police and ambulance services are called and accidents are dealt with. Poor road quality and management mean that roadworks also cause congestion and disruption.

Added to this is a lack of adequate infrastructure. Local governments do not act to prevent traffic congestion; instead they try to deal with problems as they arise and often don't have the manpower or resources including cash to respond immediately. As cities don't expand with the population, many streets become gridlocked as cars are parked outside houses on either side of the road, with little room for other vehicles to pass.

3 Add a paragraph that explains traffic congestion from a national or local perspective (what you write will depend on where you live).

For the national perspective, you will need to do some secondary research, and for the local perspective, you might need to do some primary research).

Discussion point

Share your national or local perspective from Activity 1.42 with a partner.

- Do you have the same information?
- Are there any viewpoints expressed within your national or local perspective?
- Does your information reflect a national or local perspective, or is it just factual information about your country?



Reflection: Consider the difference between giving information *from a perspective* and giving information *about a country*.

What words might you use to ensure that you give information *from a perspective*?

ACTIVITY 1.43

1 Use a Notes/Thinking T-chart to record what you already know about the global topic of transport systems. Write the issues as notes in one column, and questions and observations in the thinking column.

| Notes | Thinking |
|-------|----------|
| | |

- 2** Add to these notes by finding three different sources of information about traffic congestion: newspaper article, video clip, charity website, etc.
- 3** Once you have made your notes, write out these sources as if for a reference list.
- 4** Depending on which referencing system you have used, check you have written your references out correctly by visiting a website about that referencing system.
- 5** Make any changes to your references that you need to as a result of any further information you have gained about referencing.
- 6** Ask your teacher to confirm that your references are correct.

ACTIVITY 1.44

- 1** Read the text and write six questions, one for each of the question words: what, where, when, which, how and why. (Make sure you know the answers.)
- 2** Swap your questions with a partner for them to answer using the text.

Traffic congestion

Solutions to traffic congestion should be the responsibility of employers, local governments and individuals. Traffic congestion is always at its worst at what has become known as the typical start and finish times to the working day; that is at 9.00 a.m. and at 5.00 p.m. This is

because everyone travels to and from work at the same time of the day, every day. It is not, however, suggested that employers make people redundant, thereby creating unemployment, but that there must be alternative working practices that can be adopted. Examples include staggering the start and finish times and encouraging home-working. Improving public transport could also help ease traffic congestion as people travel to and from work not only on buses but also on underground systems and trains. Increasing the cost of parking whilst reducing the fares for public transport might also be solution to traffic congestion. What about banning cars from the city centre? Is this a realistic solution to the problem of traffic congestion in this country?

Discussion point

- 1 Discuss with your partner whether it was easy or difficult to answer your partner's questions in Activity 1.44 (which ones were easier and why do you think this was, etc.).
- 2 Assess the quality of the questions; did they extract the key information from the text about the perspective(s), issue(s), causes, consequences, courses of action/solutions?

ACTIVITY 1.45

Read the text and answer the questions that follow.

There are currently over one billion cars on the planet, which are responsible for almost 15% of global fossil fuel carbon emissions. Despite this, there has been a 20% reduction in the number of cars entering the centre of the European city of Lyon in France since 2005. Bicycle share schemes are on the increase, more city centre streets are closed off to vehicles, public transport continues to grow, main roads are being replaced by cycle paths. So, the question is, do we need cars in cities at all?

This is still a dream in many cities globally, but in some European cities, there is a real move towards car-free city centres, as one resident of Hamburg in Germany tells us.

'I live in Hamburg in Germany and got rid of my car three years ago. I don't really miss it at all, but then I live and work in the city centre. I use a combination of bicycle, trains, and taxis. If I actually need a car to go further afield than work or out socially, I use a car from a car-share scheme, but this doesn't happen very often as I can get to most places by other means. As well as being environmentally friendly, not having a car has saved me a lot of money as there is no insurance or car tax to pay and I don't need to buy petrol.'

- 1 Identify the trend in the number of cars entering Lyon city centre since 2005.
- 2 Give two reasons why people might not be using cars so much in city centres.
- 3 Explain one global consequence of reducing the number of cars in city centres. Opinion is divided about the need to stop cars entering the city centre. The chairperson of the local transport committee suggests collecting evidence of public opinion by stopping people in the city centre to ask them some questions. How effective do you think this method is? Give reasons for your opinion.

Discussion point

Discuss your answers to the questions in Activity 1.45 with a partner. As a pair, write out the four answers to the questions.

ACTIVITY 1.46

When answering longer questions in the written examination, it is important to plan your answer. You should read the question carefully so you know what is being asked of you. Consider the following question:

Do you think getting rid of cars from city centres should be a priority for all countries?

In your answer you should:

- state your conclusion
- give reasons for your opinion
- use the material in the sources and your own experience and evidence
- show that you have considered different perspectives.

The word ‘**should**’ is very important here as it means that you *must cover all the points mentioned*. If the question said ‘**may**’, then the things that follow are suggestions only and you won’t be penalised for not including them.

Here’s a useful checklist for your answer.

| | | |
|---|---|-----|
| 1 | There is a clear introduction. | Yes |
| 2 | All points in the question have been included and are clear . | |
| 3 | All material is relevant. | |
| 4 | Sentences are short and to the point. | |
| 5 | Different perspectives have been considered. | |
| 6 | Information from the source material has been included. | |
| 7 | There is a clear conclusion. | |
| 8 | There is an answer to the question. | |

Write your answer to the question using the source material from this section on transport systems. Before you start, ask your teacher for a copy of the mark scheme ~~so you know how to get good marks.~~



Reflection: Have you answered ‘yes’ to the eight points in the checklist? If not, go through your answer and check it.

Discussion point

Share your answer to Activity 1.46 with a partner, together with the mark scheme , to get some feedback to improve your answer.