Complete Global Perspectives
for Cambridge IGCSE® & O Level
Second edition

Jo Lally
Who is this book for?

This book is for:

- Teachers and students following the Cambridge International Examinations course in Global Perspectives, either at IGCSE® or O level.
- People who want to think independently about, and debate, important issues in the world.
- Anyone who wants to improve their thinking, reasoning, research, planning, teamwork, and presentation skills.

How do I use this book?

This book is structured so that you can choose your own route through it – it’s a sort of “build your own learning adventure” book.

Skills development activities

Section A includes skills development chapters which concentrate on the skills that are used in Global Perspectives. Each skills development chapter is divided into three Levels.

- Level 1 introduces the skills.
- Level 2 develops and practises the skills.
- Level 3 extends and practises the skills.

It is best to work through the Level 1 skills from several chapters and apply them to some research, before going back to work through Level 2. You should apply Level 2 to some research before going back to work through Level 3. You will get more out of the skills practice this way, than if you simply work through all the skills levels at the same time.

It’s best to work through the skills development chapters in order, rather than for example starting with Section 3.2, Level 3, however going back to an earlier chapter to revise a skill can be very helpful.

Sections B, C and D cover the topics from the Global Perspectives syllabus, helping you to put your skills into practice and to start your learning journey. Each topic chapter covers:

- Key issues
- Key language
- Stimulus material
- Skills practice activities
- Ideas for discussion, debate and practice

The topic chapters suggest one approach to developing your skills with relevant content. So long as you do practise your skills, you can choose other stimulus material and other ways of exploring the topics.
**Team Project**

Section B includes a chapter on each of the topic areas for the Team Project. For your assessment, you will need to work with a team to organise an active project – a project where you set an aim and make that aim happen. You won't be able to simply gather information for this project. You will need to choose one of these eight topics as the general area for your project. You will also research different cultural perspectives on your chosen issue. Each chapter includes suggestions for aims and outcomes to help you.

**Individual Report**

Section C includes a chapter on each of the topic areas for the Individual Report.

For your assessment you will need to write an individual report relating to one of these eight topics. You will be assessed on the skills that you use and demonstrate rather than on your subject knowledge. Each chapter includes suggestions for research to help you.

**Written Paper**

Section D includes a chapter on each of the topic areas for the Written Paper.

For your assessment you will have to take a written examination paper, which will assess your skills. The written examination paper will be based around these topics. Each chapter includes examination practice to help you.

**Choosing topics**

You may have to negotiate with your teacher to let you choose topics for your Team Project and Individual Report that you find interesting (rather than ones your teacher finds interesting). Good luck – it will improve your presentation and reasoning skills!

But be prepared to listen to your teacher too – listening is also an important skill in Global Perspectives. Furthermore, you have to choose the right moment to strike out independently. Your teacher will have a valuable, informed opinion about whether you are ready for this. And you may be ready sooner, or later, than your classmates.

It is possible to work through some of the discussion and activities in a topic chapter without completing the whole chapter or producing your Individual Report or Team Project.

**What will I learn**

You will be able to choose – or at least negotiate – quite a lot of what you learn. You will discuss and learn about a number of important global issues.

More importantly, however, you will develop, practise and apply the skills you need to research, plan and take action. You will learn to understand different perspectives on complex global issues, and you will learn to see the world differently.
What kind of information do I need?

Before you do an internet search, you need to think about what sort of answers, information and ideas you need. They might be:

- Definitions
- Facts
- Opinions
- Value judgements
- Predictions

Let’s look at some examples:

<table>
<thead>
<tr>
<th>Question</th>
<th>Type of answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is a family?</td>
<td>Definition</td>
</tr>
<tr>
<td>What proportion of families are extended families?</td>
<td>Numbers, statistics, facts. You will also need to define “extended”.</td>
</tr>
<tr>
<td>How are families in China and the UK different from one another?</td>
<td>Facts and opinions; possibly values.</td>
</tr>
<tr>
<td>Why are families in China and the UK different from one another?</td>
<td>Requires an explanation which discusses causes and consequences. Facts will help, but you have to consider how they link together as well.</td>
</tr>
<tr>
<td>Will changing divorce rates have a negative effect on the country?</td>
<td>Prediction. This is a question about the future. You will need to think about complex causes and consequences. You will need to weigh up opinions and values too.</td>
</tr>
</tbody>
</table>

Activity 1

1. What sort of answers do you need for the following questions? Which question is most interesting?
   a) What is a national sport?
   b) What is the national sport of Bhutan?
   c) What is education?
   d) Why is education necessary? (Think carefully about this one – is it really a simple definition?)
   e) How many migrants to the EU were there in 2013?
   f) Is migration likely to be beneficial?
   g) What would be the best sort of education?
   h) What other species live in your country?
   i) Why does it matter if a species becomes extinct?
   j) What are the effects of unemployment on a community?
Internet search terms

You have thought about what sort of information you want. This will help you to structure your internet search to find this information.

- Be precise.
- Target your search terms to what you want to know.
- Add the name of a country, e.g. “family values + Singapore” or “family values + USA”.
- Change your search terms if necessary.
- Look at the titles of the pages you find. Do they look as if they will answer your questions? If not, change your search terms.

Activity

In this activity, do not read the sites you find in detail.

1. a) Put “family” into your search engine. What sort of sites do you find?
   b) Put “family values” into your search engine. What sort of sites do you find?
   c) Put “effect divorce family values” into your search engine. What sort of sites do you find?

2. Which of the following sets of search terms would best help you answer the question, “Who cares for children (parents, mothers, or grandparents, etc.)?”
   a) “Who cares for children?”
   b) “Caregiver”
   c) “Family structure + country”
   d) “Men + women + childcare”

3. What search terms would help you to find information and ideas to answer these questions?
   a) What is the unemployment rate among young people in the UAE?
   b) What effect is globalisation having on Pakistan?
   c) How can we prevent species extinction?
   d) Do the Olympic Games successfully promote peace?
   e) How are communities changing in Vietnam?
   f) Is it possible to have a truly fair sports competition between nations?

Discussion

1. Discuss the opinion that, “Divorce is killing family values.”
   a) Which of your searches produced the most useful sites?
   b) What other search terms could you use to find relevant information and ideas?
Advanced search skills

How to improve your search results:
- Search within organisations such as NGOs – charities, international organisations, etc.
- Use the advanced search function in search engines.
- Compare different search engines.

Activity 3

1. You need to find out about human rights abuses around the world. Which of these organisations is likely to be useful?
   a) http://www.worldbank.org
   b) http://www.wwf.org
   c) http://www.amnesty.org
   d) http://www.unesco.org
   e) http://www.un.org
2. You need to find out what some of the key issues are in education in Pakistan.

3. Think about your current research. Which organisations and charities are likely to help you? What different perspectives are they likely to have?

Activity 4

1. Go to http://www.google.com/advanced_search. This tool helps you to refine your search and be more specific.
   a) You want to look for the effects of rising sea levels on turtle conservation. How will you fill in the advanced search?
   b) You want to look for social consequences of the 2008 recession in Indonesia and Italy. How will you fill in the advanced search?
   c) Think about your current research. What do you need to know? How can you use an advanced search to help you?

2. Look up, “changing communities + Beijing” on the following search engines:
   a) http://www.google.co.uk
   b) http://hk.yahoo.com
   c) http://www.baidu.com

3. Consider the different perspectives these sites offer.

4. Think about your current research. Use different search engines and different national versions of search engines. Consider the different perspectives they offer on your topic.

Reflection

- How has your ability to search for information improved?
- What new skills have you learned?
- Are there any aspects of this that you struggle with?
- How can you improve?

Different search engines can give you different results. This can be a way of getting different perspectives.
International sport is fundamentally not fair. Rich nations can afford to spend more resources on finding and training elite sports people than poor nations. This inevitably means that they have an advantage in international sporting competitions.

People stereotype single mothers because they believe that unmarried mothers are living on welfare, have too many children and don’t want to work. They also believe that single mothers will destroy family values. Yet only half of US mothers on welfare are divorced. Furthermore, a woman can pass on good values to her children, even if their father has left.

Perhaps the greatest threat that faces many species is the widespread destruction of habitat. Deforestation, farming, overgrazing and development all result in irreversible changes such as soil compaction, erosion, desertification, or the alteration of local climatic conditions. Such land-use practices vastly alter or even eliminate wildlife habitat. In areas where rare species are present, habitat destruction can quickly force a species to extinction. We therefore need to find ways of protecting these wildlife habitats.

During the years of slavery in the US, children usually stayed with their mothers when their fathers were sold. So women tended to be the head of the family. In the decades after slavery, single-mother families continued to be formed because of hard economic times, and men and women moving to look for work. Between 1880 and 1895, about 30% of urban black families in the US were headed by single mothers.

For years, there has been a noticeable rise in sports side-line fights between parents, the most infamous being the death that occurred when two fathers of hockey players fought after a pickup game in 2000 in Reading, Massachusetts, USA. Youth sports experts are well aware of a trend toward a new category of confrontations. In Canton, Texas, a 45-year-old father, who had been barred from attending the local high school football games for shoving and verbally abusing his son’s coaches, shot and critically wounded the head coach.
Making notes

Do:

- skim read looking for relevant and important ideas
- identify short passages to read carefully
- write key words or phrases
- use diagrams to show causes, consequences, perspectives, etc.
- write your own questions – about things you don’t understand, about things you need to know, about differences of opinion, etc.
- use different colours – if your own questions are in different colours, you’ll be able to find them. If causes and consequences are in different colours, you might be able to spot a pattern
- copy one or two significant sentences that you might want to quote
- cut and paste the website URL into your notes, along with the date
- write down the title and author of a book, with the page number(s) by each idea.

Do not:

- read everything on every website you find
- write down everything
- copy and paste everything, or
- use other people’s work without quoting and referencing.

Activity 3

1. The Australian Great Barrier Reef is disappearing. Research the causes and consequences of this.
2. What are the most important causes and consequences of globalisation?

- Think about your search terms.
- Make structured notes of no more than 100 words. You may use diagrams.
- Keep a list of sources and make a note of which ideas are related to which sources.
Level 3

References

It is important to provide references for quotations, ideas and information from sources.

- Make a note of your sources.
- Be consistent with references.

You should make sure you include the following:

<table>
<thead>
<tr>
<th>Website</th>
<th>URL</th>
<th>Date you accessed the website</th>
<th>Author (if one is given)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Book</td>
<td>Author(s)</td>
<td>Date of Publication</td>
<td>Place of publication</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Title</td>
<td>Page number(s)</td>
</tr>
<tr>
<td>Article in Journal</td>
<td>Author(s)</td>
<td>Title and volume of journal</td>
<td>Page number(s)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Title of paper</td>
<td></td>
</tr>
</tbody>
</table>

Activity

1. Which of the following use proper referencing? Can you find the documents that the information was taken from?
   a) Vietnam’s growth in the last two decades has been spectacular. The OECD says it has reached 7%.
   c) There are few effective mechanisms at national or international level to prevent corporate human rights abuses or to hold companies to account. Amnesty International is working to change this. http://www.amnesty.org

2. Choose one book and one website. Show how you would reference each of them.

3. Look at your own research. Make sure that you have properly referenced your sources.

Reflection

- How has your ability to search for information improved?
- What new skills have you learned?
- Are there any aspects of reading and recording that you struggle with?
- How can you improve?
Setting up research

1.3 Asking questions

One way of starting research is to ask as many questions as you can think of. You can do this by

- having a class discussion
- working with a partner
- working on your own.

For example, what questions can be asked on the topic of family?

![Diagram showing questions related to family] (Figure 1a What questions can I ask?)

Activity 1

1. Raise questions in a class discussion.
   a) Decide on some rules for class discussions. For example, one rule might be “we must listen to other people’s ideas.”
   b) “What differences are there between families in my country and another country?” Have a class discussion. What questions can help you? Make a class diagram on the board.
   c) “What would happen if we took babies away from their families and gave them a standard upbringing?” Discuss what you think would happen. How is this question different from part (b)?

2. Work with a partner. Start with a one-word topic, e.g. migration. Think of lots of questions together. Draw a diagram like the one above.
More specific questions

In this diagram we have some more specific questions that will help us to search for information and ideas.

How important are families to individuals and countries?

- Who looks after children?
- Who earns the money?
- Who supports education?
- What effect does divorce have?
- One parent
- Both parents
- Grandparents
- No one
- On children
- On the economy
- What happens to values?
- Role models
- How does this affect the country?
- Attitudes to work

Figure 1b  What information do I need?

Activity 2

1. Choose one of the following questions about the topic of sport and recreation. In your class or group decide what information you might need to help you answer it. You could draw a diagram or table to help you.
   - What do national sports say about a country?
   - Is sport only for men?
   - Can darts, motor racing and chess be considered sports?
   - Can international sporting competitions help improve understanding between nations?

2. Choose any other topic. Work in your group to break the topic down into smaller questions. Think about the sort of information you might need to help you answer the questions. Use diagrams or tables to help you.

Rules for class discussions apply in group discussions too! Be respectful and polite to each other. Listening and thinking about what you hear can be more important than talking.
Figure 1c  Some first ideas about the topic “Water, food and agriculture”. What other ideas do you have?
Activity

1. Look at Figure 1c.
   a) Identify three questions in the diagram that require different kinds of answers – one that needs a fact, one that needs a prediction, and one that needs an opinion or value judgement.
   b) Which of the questions in Figure 1c is most interesting to you? Give your reasons.
   c) What sort of answers – facts, predictions, opinions, value judgements – does this question require?
   d) What search terms would you use to find information and ideas to help you answer this question? Think of three or four different ways of searching. See which produces the most useful results.
   e) What other questions would you like to ask about the topic “Water, food and agriculture?”

When you are breaking down a big topic, you can use three strategies:

- Ask all the questions you can think of in a class or group discussion and write down as many ideas as possible.
- Ask, “what are the really important, key issues?”
- For each idea or key issue, ask, “What are the personal, local/national and global perspectives?”

Activity

1. Look at figure 1b on page 9 again.
   a) What are the key issues highlighted here?
   b) Organise the ideas into personal, local/national and global perspectives.
   c) Is there anything you want to add when you think about personal, local/national and global perspectives?

2. Look at the questions you asked about the topic of sustainable living.
   a) What are the key issues?
   b) Organise the ideas into personal, local/national and global perspectives.
   c) Is there anything you want to add when you think about personal, local/national and global perspectives?

3. Look at the questions you asked about your own choice of topic.
   a) What are the key issues?
   b) Organise the ideas into personal, local/national and global perspectives.
   c) Is there anything you want to add when you think about personal, local/national and global perspectives?

Discussion

1. Discuss the topic “Sustainable living” in class. Ask lots of questions to break the topic into smaller issues.

2. Work in groups of four or five. Choose a topic of your own. Ask lots of questions in your group to break the topic down into smaller issues.
Planning a line of inquiry

Research is not only about collecting as much information as you can find. It’s also about planning a line of inquiry which involves asking:

- What are the key issues?
- What are the main problems in this area? Are these problems personal, local/national or global?
- What are the causes and consequences of the problems?
- What are the personal, local/national and global problems and perspectives?
- What are the possibilities? Are they personal, national or global?
- How does this link with what I already know?
- Which bits are most interesting?

Use these questions to guide your search for information. When you find information, try to classify it: is it a key issue or is it unimportant? Is it global or local? Is it a problem or a solution? Is it interesting enough to research more?

**Activity 5**

1. Work in groups. Write a list of questions to start your thinking on the following topics. Draw diagrams to help you as your ideas develop or you add more questions. Classify the ideas.
   - Unemployment in the Middle East
   - Effects of digital technology on the brain
   - Water wars
   - International drug smuggling

2. Work with a partner. Choose a topic you would like to research. Write a list of questions to start your thinking. Draw diagrams to help you as you follow ideas or add more questions. Classify the ideas.

3. Which specific questions are interesting?
Setting a question

<table>
<thead>
<tr>
<th>Does my question help me to:</th>
<th>Yes/no</th>
<th>How to improve</th>
</tr>
</thead>
<tbody>
<tr>
<td>Focus</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Develop a line of reasoning (argument and explanation)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Consider a current problem or issue</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Consider causes and consequences (positive and negative) of the problem/issue</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Consider personal, local/national and global perspectives</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Think of possible solutions/courses of action</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Consider the consequences (positive and negative) of these possible solutions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Decide on the best course of action</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Answer within the word limit</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Activity 6

1. Use the table to help you decide whether these questions will help you to write a focused report:
   - What are the key issues in poverty and inequality?
   - Should we build a new airport in my area?
   - What is the quality of life like in Delhi, Mexico, Hanoi, or Dubai?
   - What are the effects of urbanisation on people’s quality of life? How can we deal with these effects?
   - How can we ensure that all children are vaccinated against serious diseases?
   - How can we create more jobs in my region?
   - What were the causes of the global economic crisis in 2008?
   - Should people in developed countries give their old computers to people in developing countries?
   - What is the best way to help struggling communities (in my region/in developing countries)?
   - Should we punish criminals?
   - What are the best ways to deal with international crimes such as smuggling?
   - The benefits of trade and aid.
   - In times of economic recession, should governments reduce the amount of aid they give to foreign countries?
   - What sorts of aid are there?

Discussion

Can you improve the questions you thought about in Activity 5?
Complete Global Perspectives for Cambridge IGCSE® & O Level provides clear and comprehensive support for the latest Cambridge IGCSE & O Level syllabuses. A stretching approach develops key critical thinking skills anchored in relevant global themes.

- **Fully prepare for exams** – comprehensive coverage of the course
- **Develop advanced skills** – analysis, research and presentation abilities extend performance
- **Progress to the next stage** – differentiated extension material eases the transition to 16-18 study

**Empowering every learner to succeed and progress**

- Complete Cambridge syllabus match
- Comprehensive exam preparation
- Reviewed by subject specialists
- Embedded critical thinking skills
- Progression to the next educational stage

Also available:
978 0 19 837452 7

---

Oxford University Press

**How to get in contact:**
web www.oxfordsecondary.com/cambridge
email schools.enquiries.uk@oup.com
tel +44 (0)1536 452620
fax +44 (0)1865 313472