



UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS
International General Certificate of Secondary Education

CANDIDATE
NAME

CENTRE
NUMBER

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GLOBAL PERSPECTIVES

0457/03

Paper 3

May/June 2009

2 hours

Candidates answer on the Question Paper.

No Additional Materials are required.

READ THESE INSTRUCTIONS FIRST

Write your Centre number, candidate number and name on all the work you hand in.
Write in dark blue or black pen.
Do not use staples, paper clips, highlighters, glue or correction fluid.
You may use a pencil for any diagrams or graphs.

There are two sections in this paper, **Section A** and **Section B**. Each section has **four** questions.
Answer **all** questions in the spaces provided.

Any rough working should be done in this booklet.

For Examiner's Use	
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Total	

This document consists of **14** printed pages and **2** blank pages.



Section A

Read the scenario and sources below. Answer **all** of questions **1** to **4**.

Scenario

You are the Head Teacher of a popular school, the City School.

The school is located in a wealthy but small city. In the local community people speak four different languages. Lessons at the school are given in English.

You are leading a review to decide whether lessons should continue to be in English.

Source 1

City News

No more English at City School!

The City School will no longer teach lessons in English. Some people object, but there will be many advantages.

- Our local languages will be properly taught and valued.
- There will be no more need to teach young children English to prepare them for school.
- The local economy will benefit.
- Local film and music industries will benefit.

What is your opinion? Email and tell us:
english@citynews.com

Source 2

Dear Head Teacher

Chinese is the global language of the future so there is no doubt that our children must be educated in Chinese not English. Otherwise they will not be able to take part in international business and they will return to the poverty we have worked so hard to escape. The case for lessons in Chinese is very strong.

- There are over one billion native Chinese speakers.
- China is overtaking Germany to become the third largest economy in the world behind the USA and Japan.
- China exports \$180 billion of electronic goods each year, a third of the world's shoes and 75% of the world's toys.

Yours truly,

Mr L.

Source 3

We call on all students to protest!

Do not enter the classroom.

Refuse to work.

Ignore homework.

Why? Because we care about the future!

There are plans to stop us learning in English and hold lessons in Chinese instead.

We should resist these plans because English is the global language that gives us a future.

- Business meetings take place in English.
- Over 3 billion people speak English as a first or foreign language – that's half the world.
- 80% of the internet is in English.
- English is the language of science.

Another reason to oppose having lessons in Chinese is that Chinese is too hard to learn.

- Chinese uses thousands of symbols for words (instead of letters).
- English uses only 26 letters.
- We already understand English, so we can learn new information through English.
- We do not understand Chinese so we would have to spend all our time learning Chinese.

DON'T LET THEM PUT OUR FUTURE AT RISK!

Student Protest Committee

Question 1

As Head Teacher you are trying to decide whether to keep lessons in English or use another language.

(a) 'Keep using English.' This is one option. Give **two** benefits and **two** problems of this option.

Benefit: [1]

Benefit: [1]

Problem: [1]

Problem: [1]

(b) Give **two** more options for the Head Teacher. For each option, suggest **one** benefit and **one** problem.

Option: [1]

Benefit: [1]

Problem: [1]

Option: [1]

Benefit: [1]

Problem: [1]

Question 2

As Head Teacher of City School, what further information would you find useful to help you make your decision whether to keep lessons in English?

In the space below:

- identify **two** things you need to know;
- say where you will find this information;
- explain how this information will help you make your decision.

An example is given for you below.

What I need to know: *I need to know whether there are enough teachers who can speak Chinese*

Where I will find this information: *Government teaching agency*

How this information will help me make a decision: *If there aren't enough teachers who can speak Chinese, either we would not be able to have lessons in Chinese or classes would be very large.*

(a) What I need to know

..... [1]

Where I will find this information

..... [1]

How this information will help me make a decision

.....

.....

..... [3]

(b) What I need to know

..... [1]

Where I will find this information

..... [1]

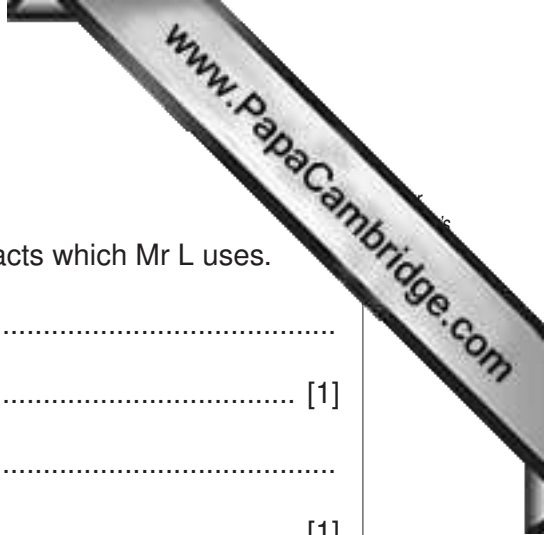
How this information will help me make a decision

.....

.....

.....

..... [3]



Question 3

(a) Read source 2 again. Find and write down **one** opinion and **two** facts which Mr L uses.

Opinion:

..... [1]

Fact:

..... [1]

Fact:

..... [1]

(b) Do you think Mr L is making a convincing argument for lessons in Chinese?
Give reasons for your view. You should:

- consider the claims he makes;
- consider possible consequences;
- use examples of words and phrases from his letter to support your point of view.

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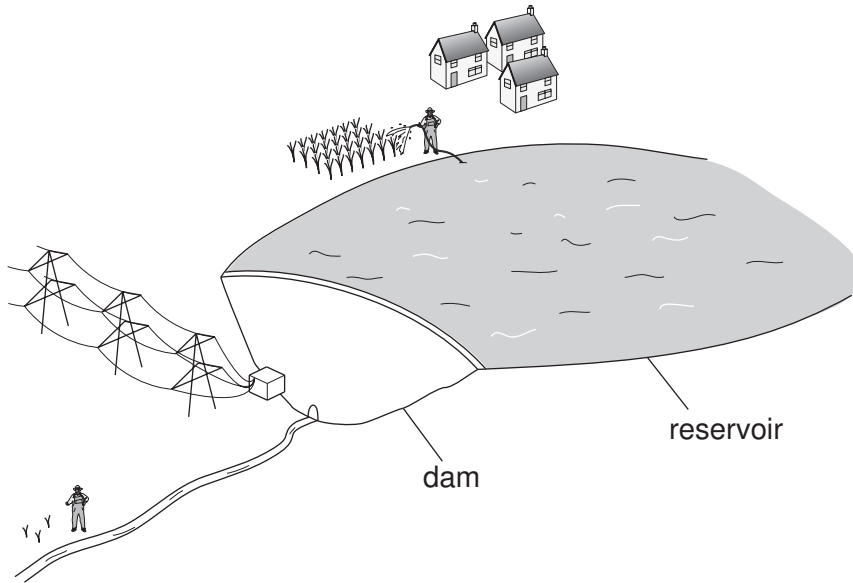
Section B

Read the scenario and sources below. Answer **all** of questions 5 to 8.

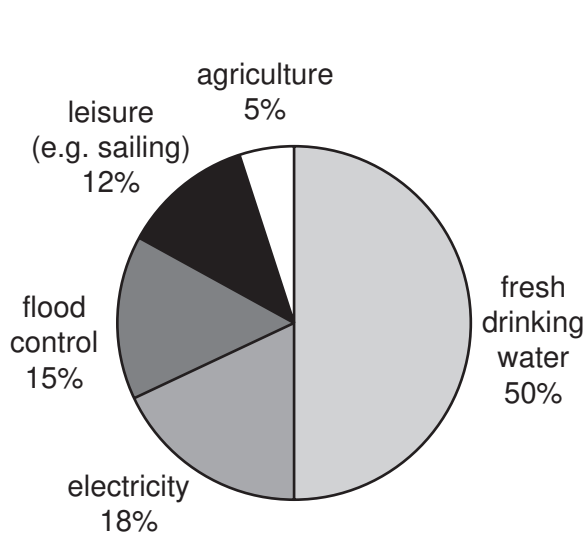
Scenario

You work for the World Bank. You have to decide whether to fund a project to build a new dam and create a reservoir. The proposed dam would be in a region with many small farms and a growing city.

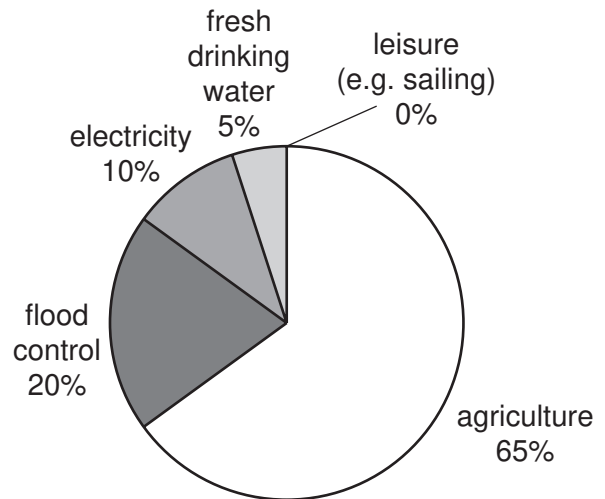
Source 1



Source 2



Uses of dams and reservoirs in DEVELOPED countries



Uses of dams and reservoirs in DEVELOPING countries

Source 3

Government worker: Why don't you want the new dam? The dam will help our region.

Farmer: No it won't. It will cost billions of dollars to build the dam and we'll owe the World Bank money for ever.

Government worker: That's not true. The dam will generate electricity. Local businesses will make more money and the economy will grow. Also, the dam will attract tourists. They'll pay good money to visit the region.

Farmer: The tourists might not come. Even if they do, we'll only have to clean up after them. I prefer farming my own land. At least I'm independent.

Government worker: You're a farmer. You should support the dam and reservoir. It will mean that you have enough water to keep your crops growing, even when the rains don't come.

Farmer: I already store rain water. I don't need to flood 60 villages for that. It's not right flooding people's homes. The Government isn't even giving them money or new land.

Government worker: The reservoir will provide clean drinking water for the city. Not so many people will die from bad water.

Farmer: We need to look at alternative ways of managing water. Lakes around the world are shrinking because people are damming rivers and taking the water for their crops.

Government worker: You need to get real! The alternatives to the dam and reservoir are thirst, hunger and darkness.

Question 5

There is often disagreement about whether a new dam should be built.

(a) Explain, using examples, why people want to build new dams.

..... [5]

(b) Explain, using examples, why people object to new dams being built.

..... [5]



Question 6

In your role with the World Bank, what further information would be useful to help you make your decision whether to fund this new dam?

In the spaces below:

- identify **two** things you need to know;
- say where you will find this information;
- explain how this information will help you make your decision.

(a) What I need to know [1]

Where I will find this information [1]

How this information will help me make a decision [3]

(b) What I need to know [1]

Where I will find this information [1]

How this information will help me make a decision [3]

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