

**Oxford Resources
for Cambridge**

An aerial photograph of a group of people standing in a circle on a bright blue surface. The people are seen from above, and their shadows are cast on the ground. A grid of small white plus signs is overlaid on the top right portion of the image. A large, semi-transparent magenta circle is positioned in the lower half of the image, containing the title and edition information.

Cambridge IGCSE® & O Level Complete **Global Perspectives**

Third Edition

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OXFORD

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In this section you will:

- discuss different perspectives on what is art
- consider the purpose of art for a society.

A line of enquiry

What is your favourite piece of art? Art can be anything from, for example, paintings to poetry or movies to murals. Think about a piece of art you have seen or heard, and why you like it. Sometimes it is hard to put into words *why* we like something. Perhaps it is about how the piece of art makes you feel. Perhaps it is what the art is about. It might help to think about adjectives for the art, such as “funny”, “scary”, “inspiring”, “moving”, or verbs about how it makes you feel, such as “peaceful”, “happy”, “sleepy”.

Art is not an easy thing to define. People disagree on what is art. Have you ever shared a piece of art with a friend and been surprised at how differently they feel about it from you? You might think of a piece of music as energizing art, while they find it annoying noise!

Perspectives on art

One of the reasons defining art can be challenging is that art reflects local cultures. Your country’s art is likely to show local landscapes, local patterns, and local ideas of what is beautiful. Some of what you have grown up with and are used to, however, might appear strange and perhaps unpleasant to someone from another culture.

Art is global. International artists such as Banksy influence art that is being produced around the world.

Task 1

In small groups, discuss the following questions.

1. How would you define graffiti?
2. Is graffiti art? Should graffiti be allowed and if so, where?
3. What is the purpose of visual art? Think about this from a range of perspectives, such as creating art, showing art, selling art, and studying art. Add more perspectives to discuss.



▲ Fig. 1.1 Graffiti in Italy



▲ Fig. 1.2 Graffiti by Banksy on a 19th-century building in Treme, USA

Art for the people

If we think about art from a national perspective, we can consider what role a government has in supporting art.



▲ Fig. 1.3



▲ Fig. 1.4

Task 2

In small groups, answer the following questions.

1. Look at the two examples of art above. Discuss how these make you feel.
2. Does your local town or city have any similar art? Would you like to have more of this kind of art? What would it be and where would you put it?
3. The Amherst Public Art Commission states:

“Public art adds enormous value to the cultural, aesthetic and economic vitality of a community. It is now a well-accepted principle of urban design that public art contributes to a community’s identity, fosters community pride and a sense of belonging, and enhances the quality of life for its residents and visitors. Towns gain real value through public art.”

What are some arguments for and *against* having public art?

4. Write a proposal for your government, asking for funding for public art. In your proposal, address these questions.
 - Economic: Who would decide which artist gets the money and how much?
 - Social: Should art reflect local cultural values?
 - Political: Should the government decide on what topics an artist covers?
 - Sustainability: Should the art be sustainable?

Argument

“Subjective” means based on personal views or opinions. “Objective” refers to something based on facts, not affected by personal opinions. Many argue that art, like beauty, is subjective – art is a personal opinion not an objective fact. Those who think art is subjective might say that art is “in the eye of the beholder”.

Empathy

Putting into words how something makes you feel can be a great exercise. It helps you learn about yourself and communicate your feelings. As you discuss how different pieces of art make you feel, try to use verbs to describe your feelings and adjectives to describe the art. Also take time to actively listen to how others feel about art. Try to understand their experiences, their reasoning, and their feelings.

Art that reflects communities

In this section you will:

- discuss how your community is represented in art
- consider why some art is controversial and has been pulled down from public spaces.

A line of enquiry

Art can be a powerful tool to help you reflect on your own views and ideas. It can also help you to explore your community. What about art from your community or country? Consider what the art expresses. Look at its components. Is there anything that particularly shows how the art is relevant to you?

What are your country or your community's most beautiful aspects? Do you feel that local and national art represents this well? What about the challenges, and art that represents those?

Should some art be pulled down?

Because art shows what is important to us, what art is displayed, where it is displayed, and how it is displayed are points that are often debated.

There has been much debate about public statues that portray individuals who owned people as slaves or who benefited from the trade of humans as slaves. Community members have asked for these statues to be pulled down or at least relocated to museums. Indigenous peoples have made similar demands about statues that portray colonisers.

Quote

When the monument to the merchant and slave trader Edward Colston was torn down in Bristol in June 2020, the mayor of London, Sadiq Khan, stated, "Imagine what it's like as a Black person to walk past a statue of somebody who enslaved your ancestors. And we are commemorating them – celebrating them – as icons...".



▲ **Fig. 1.5** Protesters in the UK pull down a statue of Edward Colston, who was a merchant involved in the slave trade in the 17th and 18th centuries

In Mexico, the debate has centred on whether statues of Christopher Columbus should be pulled down. Read a summary of the debate below.

Should Columbus statues in Mexico stay or go?

In its most simplified version, the debate has two opposing fronts. The opposition party, *Partido Acción Nacional* (PAN), calls for the preservation of monuments as a vital representation of a country's history and an important connection to the past. Christopher Columbus statues represent an unavoidable and ineffaceable truth: the statue is part of the country's scenery and history, and as such it cannot and should not

be negated. PAN accused President López Obrador of "manipulating history for political purposes". On the other hand, López Obrador and others who call for revisionism conceive statues as more than a representation of a static, collective past. Under this lens, monuments do not offer a neutral perspective: they can be divisive, they can misrepresent history, and to some, they can be hurtful reminders of a darker past.

From *Latin American Policy Review*

Task 3

In pairs, answer the following questions.

1. Who was Christopher Columbus?
2. In your own words, explain the arguments for and against pulling down Columbus's statue in Mexico.
3. Explain what the word monument means. How about the word monumental?
4. Imagine you work for United Nations Educational, Scientific and Cultural Organization (UNESCO), advising governments on culture and art. Discuss what you would do in each of the following scenarios. Provide an argument and explain your viewpoint in each case.
 - a. A country is coming out of a civil war. Government leaders think all art that might remind people of the two sides that fought should be destroyed.
 - b. An artist has created an expensive piece of art in the centre of a large city. Some of the city members find the art rude and feel it offends their religious beliefs. They want the art torn down.
 - c. A group of students want university art that depicts individuals who held sexist or racist beliefs to be taken down from public display. They want the art moved to a museum where explanations can be given about who the individuals are and what they did.

Viewpoints

'Indigenous people' refers to the original inhabitants of an area. Sometimes the terms "First Peoples" or "Native Americans" are used, depending on the geographic context. Around the world, indigenous people are among the most impoverished and isolated populations. As indigenous peoples have gained political power, they are asking for public art that represents their values and acknowledges their history, struggles, and triumphs to be recognized.

Art all around us

In this section you will:

- consider the impact that art has on us
- think about how art can be used as a communication tool.

A line of enquiry

Humans like to be surrounded by beautiful and interesting things. This is why we decorate our houses in ways we find pleasing. We also design objects and spaces we use to make them attractive. In a way, we could say that art is all around us.

To create spaces and things that people like, designers need to understand people's tastes. They might choose to carry out primary research to learn more about what people do and don't like, and why. Primary research means gathering data that has not been collected before. Secondary research means using data that has already been gathered by other researchers.

Research

When writing research questions, avoid writing questions that might bias respondents to a particular answer. These are called leading questions and will produce biased data. For example, don't ask the question, "Smart people think this is a beautiful design for an airport. What do you think?" Instead, you could ask, "What do you think about the design of this airport?"

Task 4

Imagine your city's authorities have hired you to develop a new airport. They want the airport to be functional and beautiful. With a partner, design a research project to understand how stakeholders in your city view the airport's design.

1. Consider whose opinions you want to find out. Who is in your research population?
2. What perspectives might you consider?
3. Discuss how each of the research methods below might be particularly suitable, or unsuitable, for your research.



▲ **Fig. 1.6** Phoenix Sky Harbor International Airport, USA

- a. Interviewing people to ask them for their views.
 - b. Creating a survey.
 - c. Appointing a focus group.
 - d. Conducting observations.
 - e. Reviewing existing documents.
4. What data and evidence are you looking for? How will you present the data?
 5. Discuss how you would ensure that your research is ethical.

Communicating using art

Art is a powerful way to communicate ideas. Art can be used to remind people about the past or to warn them about the future. Through art, subtle ideas and feelings can be expressed, even when words are not allowed.

Task 5

1. In small groups, look at Figures 1.7 and 1.8 but don't read the text alongside. How does each image make you feel? What do you think each image is about?
2. Now read the texts. Discuss whether you think each image is effective at communicating its message.
3. Think of a piece of art that you feel expresses an important message. Explain the message to your group.



▲ Fig. 1.7

'Little Amal' is a giant puppet representing a ten-year-old Syrian refugee girl, created by Handspring Puppet Company. The puppet has travelled over 9000 km, across 13 countries, to help people to think about the experiences of children who are escaping from war, violence, and persecution. Little Amal hopes to attract attention wherever she goes, reminding people, "Don't forget about us".



▲ Fig. 1.8

Picasso painted *Guernica* in 1937, and it might be his most famous painting. The Basque town of Guernica in Spain was bombed by German Nazi forces on 26 April 1937. Picasso's painting depicts some of the horrors of war. Its deformed and broken shapes can feel nightmarish, taking us into the moments when bombs tore people's bodies and lives apart.

Quote

"There are some who argue that art reflects society, and others who think that society reflects art. Therefore, some worry that if violent art is made, a society will learn violence. Others respond that violent art is only produced because society is already violent." (Anon.) "Art is not a mirror held up to reality, but a hammer with which to shape it." (Berthold Brecht)

Sustainability

When considering what is beautiful, you could argue that sustainability should be considered. For example, an airport is beautiful if it does not create hazardous fumes or if it protects and preserves wildlife and insects; an airport that can help collect rainwater can be a beautiful building and a work of art. This is a refreshing way of thinking about what is beautiful and what is art, and which considers the impact of our creations.

Moving towards assessment – Individual Report

Considering different perspectives

In your **Individual Report** of 1,500 to 2,000 words, you should aim to answer your own research question by reflecting on what you have learned through your research and by considering different perspectives. Your conclusion needs to show how the research you did helped shaped your answer to the question.

Skills focus – reflecting on your learning

Reflecting on how your perspective might have changed as you learn about other perspectives is an important skill. Consider the research question below and decide on your position on the issue.

“Should countries restrict art from other countries?”

1. What might each of the following people say in responding to the research question:
 - a local artist with a small following
 - a world-famous musician planning a world tour
 - a researcher (1) whose research shows that art exchanges can inspire new ideas
 - a researcher (2) who looks at how art by native cultures has been erased by Western art?
2. How does each viewpoint help develop your perspective?

Viewpoint to consider	New ideas it made me consider	Does this change my view a lot/some/not at all?
Artist		
Musician		
Researcher 1		
Researcher 2		

3. Now consider the question again, taking into account the new information you have gained. Has your perspective changed? Why or why not?

Proposed research questions

Look at the four research questions that have been suggested for Individual Reports on the topic of *Arts in Society*.

Evaluate each one. How suitable are they as research questions? How could they be modified to ensure that they meet the expectations of a full report?

1. Should a country return all art it has obtained from other countries, even if obtained them hundreds of years ago?
2. Should art be a mandatory part of school curriculums for students aged 16–18?
3. Can art result in war?
4. Is art good?

Sample student reflections

Three students examined the issue of whether art education should be an integral part of education globally. Read the three extracts from the students' conclusions, then answer the following questions.

1. To what extent does each of the students respond to the main issue?
2. How does Renata note that her point of view has changed as she learned from research?
3. Does Jeremy's approach make clear his personal perspective and how it has changed?
4. Which of the three students best discusses how their perspective has been impacted by learning about others' perspectives?

Renata

To answer whether art education should be an integral part of education around the world, I considered the views of Clain and Mark (2018), who argue that art education is a luxury that can be done away with in times of financial crisis. Their argument considered only how much education costs, not the effect it has on young people. I think governments should consider art education as a long-term investment, not just for economics but for the wellbeing of their population. Researchers highlight that art can help mental health (Argona 2010) and support people after conflicts. The stories of those impacted by art education, such as Luz and Veronica (2015), further convince me of the importance of art education.

Azul

I have had to do art classes every year in school. I was never interested in art and found this a waste of my time in school. Some researchers argue that art education has positive effects like helping people be more creative and resilient. But I never found this happened to me. On the other hand, there is the argument that art is a luxury that we cannot waste money on. I don't think art is a luxury.

Jeremy

When I started this project I thought art should not be a global priority. It seemed like something private – you like art or you don't. However, I learned about the impact of art in helping people affected by war and by disasters. I also learned about art projects that have been used to bring people of different religions together to resolve conflict. I learned about musicians from Israel and Palestine playing together and growing in friendship. I started to see art in a new light, as a tool for global peace. I think governments and international organizations like the United Nations should focus on supporting art, because it helps individuals and it helps the world become more peaceful.

Assessment tip

It is important to remember that you need to provide a clear answer to your research question. In this case, Azul fails to provide an answer. Your answer must be based on your reflections on other perspectives and evidence found through your research. Jeremy does well in clearly presenting an answer and explaining how his answer came from reflecting on his research and other perspectives.

Common misunderstanding

Your reflection does not need to show that you changed your point of view, but it does need to show how your point of view has developed – as Renata does. As you learn more about an issue, your views might not change, but they should evolve. Your understanding should also be greater and the reasons for your view better informed.

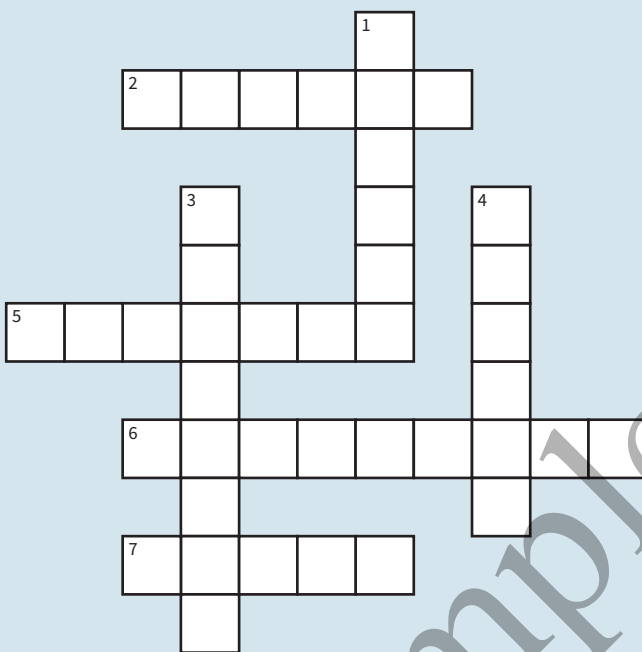
Moving towards assessment – Team Project

Supporting art in local communities

In many places funding for the arts is being cut. This does not affect everyone equally. If your family has art in their home and access to the internet, you can see and hear wonderful art. However, for some people these cuts might mean missing out on experiencing many cultural treasures. It might also affect how a society develops. Imagine if no one in your community knows how to make music or paint. What might your world be like for the next generation?

Skills focus – assessing a project's success

Use the crossword puzzle below to discover some ways to measure a project's success.



Across

2. Large paintings on walls that can tell stories or share information.
5. Art that can be hung on walls to teach, inspire, or motivate.
6. Counting the number of _____ to an event.
7. Measuring how much _____ you collect to help fund an art project.

Down

1. A way to measure how many times something online is watched.
3. Number of people who sign a _____ to ask a government or organization for change.
4. Used to collect responses to understand what people have learned.

▲ Fig. 1.9

Proposed projects

Look at the following four ideas that have been suggested for a Team Project on the topic of *Arts in Society*.

Evaluate each one. How suitable are they as projects? How could they be modified to become more appropriate and viable?

1. Organize a group of famous international artists to create a series of murals. Each mural will depict ways of helping the environment.
2. Record a music video to encourage communities around the world to be mindful of the beauty in their surroundings.
3. Work with a local primary school to organize an art fair where young students can learn about local artists.
4. Raise all of the funds to build a new theatre for your community.

Sample student reflections

Three students have reflected on how successful their projects were. Read their reflections and then answer the following questions.

1. Does each student explain clearly what the goal of their team project was? Can you summarize these goals in your own words?
2. What other information do you think Jen needs to supply in order to explain whether her team's project was successful?
3. Is Mirena's approach to this reflection successful?
4. Which of the three teams do you think was most successful in their project? Why?

Jen's team

I think our project was successful enough. We made posters that looked nice. Each poster had a picture of a different local artist's work. We made 40 posters and put them in shopping centres.

Mirena's team

Our project aimed to raise funds for local artists who struggle. Our goal was to raise enough funds for them to rent a community space and run an exhibition which would allow local community members to attend and the press to learn about the artists. We raised funds by selling T-shirts with the artists' work printed on them. We raised quite a bit but miscalculated how much the T-shirts would cost, so we did not get enough for the exhibition. But the artists were still happy. While the exhibition might be delayed, it will take place next year, allowing the artists to show their art to the community. I think, therefore, that our project was partly successful.

Zamir's team

The goal of our project was to help school children access art education. We worked with volunteers to run two art workshops open to children from our city. We had only 15 children at the first workshop but 50 at the second, as we realized that letting people know about the workshops was key to success. The children enjoyed and laughed in the workshops, and, when they left, 80 per cent said they were inspired to continue making art. Each child was given a small bag of paints to continue their artistic journey. We succeeded in exposing children to the wonders of art and providing them with resources to make more art.

Assessment tip

To be able to assess the success of your Team Project, you need to have a clear sense of what your goal was. If it was to raise awareness, you need to think about how to measure how much awareness was raised. If your goal was to fundraise, you need to think about how you kept track of the funds you were collecting. In Jen's case, we are uncertain what the goal of the project was and, therefore, how successful it was.

Common misunderstanding

You are not being assessed on how successful your project was but on how well you can evaluate whether and why the project was successful. You need to demonstrate that you understand what the project tried to do, what it did well or poorly, and what its impact was. If you created art posters, for example, you could consider the impact that the posters had in the local community. Did this meet your expectations?

Moving towards assessment – Written Exam



Scan here to obtain the source material you need to carry out this examination practice work.

Question 3 in your **Written Exam** is a question based on a source that presents different arguments about the global issue. Candidates answer by writing an extended response. Candidates are required to analyse and evaluate the arguments, and make a reasoned judgement about the quality of the arguments.

Q3. Study Source 4.

Which argument do you find more convincing, Rosa's or Lin's?

Your answer should:

- consider both arguments
- evaluate their reasoning, evidence, and use of language
- support your judgement with their words and ideas.

Read the three sample student answers, then answer the questions that follow.

Aki's response

There is much debate about where art should be held. Should art be kept in museums, where it is safe, or in places where all people can access it? We also need to consider if art should be kept where it was originally made or where it has ended up now for some reason. I think art needs to be where it is safest, so that it can be enjoyed not just by us but by generations in the future. While both arguments presented in the source make valid points, Rosa about art belonging to its makers and Lin about art needing to be kept safe, in the end art should be where it is safer.

Gives his views but this is not what the question calls for. Needs to focus on deciding which argument in the source is stronger and why.

This is too vague. It makes no use of the source to explain what the points are.

Marisa's response

Art should be kept where its creators wish. If I was making a piece of art I would want to be able to choose where it goes. This is why I agree with Rosa's position. I think the artist should decide where art goes. As Rosa points out, art has been stolen in wars, and it is the correct thing to bring it back to its place of origin. The example of art stolen by the Nazis sheds a light on the injustice behind these actions. As Rosa notes, this is a matter of addressing an injustice, and it does not matter how long ago the injustice happened, it still needs to be addressed. Rosa's argument is logical. Lin's argument, on the other hand, might be biased because she is an art collector, and she might be more interested in possessing the art than in ensuring it is in the right place.

Makes use of a clear example from one of the sources.

Is there any evidence to prove bias? If yes, then show it.

Does not engage equally with both arguments. The answer needs to be more balanced, considering strengths and weaknesses of both arguments.

Darva's response

To decide where art should be housed, one must consider several perspectives. Rosa, as an artist, presents the view that the location of art should be determined by its makers. She argues that art taken from a country is stolen, which she illustrates with how the Nazis stole art from Jewish victims. This argument, however, only holds for art that has been stolen. What about art that has been legally bought? Rosa further argues that art can bring tourism to a country. This is a good economic argument, but she provides little evidence that this might happen. There are only a few pieces of art famous enough to attract large crowds. Lin's argument comes from a different perspective, that of an art collector. Thus, Lin might not be as emotionally invested as Rosa. Lin's main argument is that art must be kept safe as it is a world treasure. This argument only holds if one agrees with the idea of 'global ownership'. If art belongs to a person or to a culture, then it is up to them to keep the art safe or not, and not for others to decide where to move it. On the other hand, as Lin notes, taking art back is not always safe. While art in a large museum is accessible to many, it is not accessible to all. After all, not everyone can go to museums in London or Paris. Thus, Lin's argument has some blind spots and is likely to be made by someone with a wealthy perspective. While both arguments have some merit, I think Lin's argument is stronger because it provides stronger examples and considers not just a personal perspective but also a global one.

Good consideration of possible vested interests.

Provides a clear answer to the question and arrives at this response by carefully considering both arguments.

Evaluates the logic of Rosa's argument.

Notes that an argument is logical, but also that it lacks evidence.

Good analysis of the argument's logic.

Analysis of the author's perspective. Good consideration of flaws in the argument.

Engaging with Question 3

1. Which student engaged most effectively with the source? Why do you think that?
2. How could Aki turn his questions into an evaluation of the sources?
3. Do you agree with Darva's final assessment of the sources? Explain your answer.

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