



UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS  
International General Certificate of Secondary Education

CANDIDATE  
NAME

CENTRE  
NUMBER

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CANDIDATE  
NUMBER

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**GLOBAL PERSPECTIVES**

**0457/03**

Paper 3

**For Examination from 2009**

SPECIMEN PAPER

**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	
<b>1</b>	
<b>2</b>	
<b>3</b>	
<b>4</b>	
<b>5</b>	
<b>6</b>	
<b>7</b>	
<b>8</b>	
<b>Total</b>	

This document consists of **12** printed pages.



**Section A**

For  
Examiner's  
Use

Read the scenario and sources below, then answer **all** of questions **1** to **4**.

**Scenario**

The health clinic in your community is too small. There are too few rooms for people to talk privately, the heating does not work properly, there are steep steps to the main door and the roof leaks in several places. The community has decided to pull down the old clinic and replace it with a new building. You are a community leader and have been put in charge of this project.

**Source 1**

Dear Community Leader

I've heard that you are in charge of plans for the new clinic. As Chairwoman of the Save the Planet Campaign, I am writing to demand that the new clinic is built entirely with environmentally friendly materials, and is designed to be energy-efficient in every way. Global warming is a very serious issue. If we want people to save energy at home, our community leaders must set a good example with public buildings.

Yours truly,

Mrs G

## Source 2

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*Community Weekly News*

## **COSTS OF NEW CLINIC MAY BE FIVE TIMES OVER BUDGET!**

The cost of the new clinic may reach more than five times the original budget, a source at the Town Hall has reported.

The project leaders are considering plans to add costly solar panels, expensive 'energy-efficient' lighting, and to build only with special timber from sustainable sources rather than using cheaper kinds.

Doctors and nurses from the clinic are worried that if



such a huge amount of money is spent on this extravagant building, there will not be enough money left for nurse training or medical supplies or public health education.

## Source 3

Dear Society of Architects

I am writing to share my concern about plans for the new clinic. Some of the suggested designs show ugly solar panels on the roof, which will spoil the look of the area, and all of the designs are very modern rather than the much more attractive traditional style of building. As you know, the clinic is in the Old Town Square where the other buildings are of special historical interest, and any new clinic must fit in with its surroundings. Ideally, it should look very similar to the old clinic in size, design and materials. People tell us it is important to save energy and claim that the world's climate is changing, but everyone knows it is even more important to look after the history of our town. If there must be solar panels on this new clinic, they should be on the back wall of the building rather than the roof, and should be very small and hidden behind tall trees. I hope you will support my views and send letters to the Community Leader.

Yours truly

Mr M

**Question 1**

You have decided to call a meeting, so that you can hear different people's points of view about the new clinic.

One person you decide to invite comes from a company which makes solar panels. You chose her because you want to know how much solar panels cost, how many you might need for the clinic and how much energy they produce.

- (a)** Think of **four** other people to invite to your meeting, each representing a different group. Give reasons for your choices. You may include people from groups which are not mentioned in the sources if you wish.

Invite someone from .....

Reason for invitation: .....

Invite someone from .....

Reason for invitation: .....

Invite someone from .....

Reason for invitation: .....

Invite someone from .....

Reason for invitation: ..... [4]

(b) Choose **three** key issues to be considered at the meeting. For **each** issue, explain briefly why you want to discuss it at the meeting.

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Issue 1: .....

.....

.....

.....

Issue 2: .....

.....

.....

.....

Issue 3: .....

.....

.....

..... [6]

**Question 2**

Read the letter from Mr M again (**Source 3**).

(a) Mr M makes some statements which are subjective. Find and write down **three** examples.

Example 1 .....

Example 2 .....

Example 3 ..... [3]



**Question 3**

You have a team of **five** researchers working for you in the community office. You decide to give each of them a different question to research, to help you when you make your decision about the clinic.

In the spaces below, identify **four** key areas of research you would ask the other members of your team to investigate, to help you decide on a clinic design. The first research option is given below as an example.

**Example**

Research option 1 *I have decided to send one member of the team to the local university, to find out whether it is true that saving energy in buildings such as clinics can really make a difference to the climate.*

Research option 2 .....

Research option 3 .....

Research option 4 .....

Research option 5 .....

[10]





## Section B

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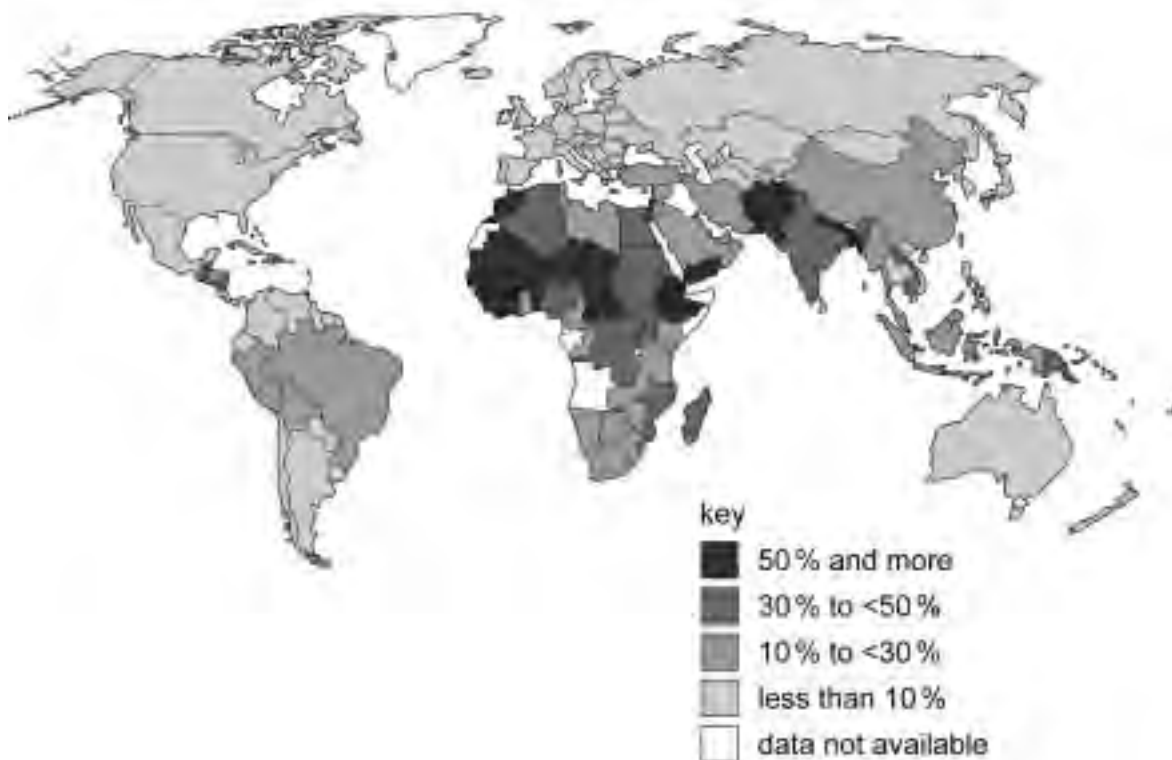
Read the scenario and sources below, then answer **all** of questions **5** to **8**.

## Scenario

You work for the government education department in a developing country. Your job is to help all children get a good education. The government is worried that too many people in the country are unable to read, write or use numbers.

## Source 1

World adult illiteracy rates, 2000



## Source 2



'How many pills do I need to take for my illness? I can't read the instructions or count the pills.'

## Source 3

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**Teacher:** Good morning. I've come to visit you because I'm worried that we haven't seen your son and daughters in school. I thought they might be ill, but they have missed school for months.

**Farmer:** No, they're not ill. There's my son, mending that fence. One of my daughters is milking the goat, one is planting some corn and the little one is scaring the birds off the field.

**Teacher:** But they should be in school, not working on your farm. You should think of them, not of yourself. If they don't come to school, how will they learn to read and write?

**Farmer:** I can't afford to send them to school. There are school fees to pay, the uniform is very expensive, and I need them here to help me with the farm. I don't have enough money to pay someone else to work for me.

**Teacher:** They must be very unhappy, having to work while other children are learning important skills in school.

**Farmer:** They like helping the family and enjoy their work. And I like having them here where I can make sure they stay safe. They are unhappy at school, because the other children tease them about being poor.

**Teacher:** Your children will have a much better future if they get an education. With no education, they will always be poor, like you.

**Farmer:** If they don't work, we don't eat. If we don't eat, they won't have a future at all.





**Question 7**

You have been asked by the government to supply some ideas for improving school attendance. You have **five** researchers working for you, to help you find out more about issues of children who work instead of going to school.

In the spaces below, write **four** key questions or issues you would ask the members of your team to research, to gain more information. Explain what you would like them to find out and why it would be useful information. The first is given below as an example.

**Example**

Researcher 1 *I have decided to send Researcher 1 to the school uniform company, to find out how much a uniform costs and to see whether it could be produced more cheaply.*

Researcher 2 .....

Researcher 3 .....

Researcher 4 .....

Researcher 5 ..... [10]

