



UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS  
International General Certificate of Secondary Education

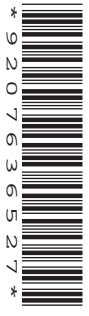
CANDIDATE  
NAME

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**GLOBAL PERSPECTIVES**

**0457/03**

Paper 3

**May/June 2010**

**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.  
**DO NOT WRITE IN ANY BARCODES.**

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

Any rough working should be done in this booklet.

For Examiner's Use	
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This document consists of **12** printed pages.



## Section A

Read the radio discussion below. Answer **all** of questions 1 to 4.

Presenter: Today's discussion on *World Issues Today* is about patriotism. Our guest speakers are Professor Kofi Fofanna, Dr Melissa Maalouf and Ms Yolanda Leppe.

Professor Fofanna, you don't believe that children should be taught to love their country, do you?

Fofanna: No I certainly do not. I think that patriotism, the love of one's country, leads to a great many troubles. I think most conflicts and atrocities have their roots in patriotism.

Leppe: I must interrupt. I disagree with you, Professor Fofanna. How can children learn to love themselves if they do not first learn to love the country that made them? I would argue that most violent acts come from a deep sense of shame about oneself and one's place in the world.

Fofanna: I am not suggesting that we teach children to be ashamed of their countries. What I would like to see is children learning to love the world. We should aim to create world citizens rather than Kenyans or Argentineans or Americans.

Leppe: But the world is so big, one cannot feel a sense of belonging to the whole world. Children are very small and need to learn about small places first, places that they can identify with. First they need to learn about their families, then about their local area and then about their nation. They need to learn to be proud of the history of their country. It is part of the history of who they are.

Fofanna: But look at all the wrongs done by people in the name of their country. They fight unjust wars and they lose their lives and the lives of their sons because they must serve their country. People are cruel and unkind to one another just because they belong to different countries. Wouldn't it be better if they could be friends?

Maalouf: I would like to add here, I think history is a difficult thing. One country might learn to be proud about a glorious victory over an enemy. The other country will probably learn about the great injustices done to them by the first country. One country will celebrate a mighty empire and economic success. The children of this country will learn to see themselves as superior and good, even though there are victims of the success. Another country's children will learn to see themselves as servants of the mighty country. This can suppress hope and stop these children achieving great things. And with no hope, some of them might decide to fight back with bombs and terror.

Leppe: But this is precisely what I mean. These children with no hope need to learn to love their country and be proud of it, instead of being ashamed that their country is not important.

Fofanna: No, these children need to learn that they are part of one world, with one sort of people. We need to remove patriotic emotions from history and learn an objective truth that we are all equal.

Leppe: But history without emotion is just a handful of old dust and dates.



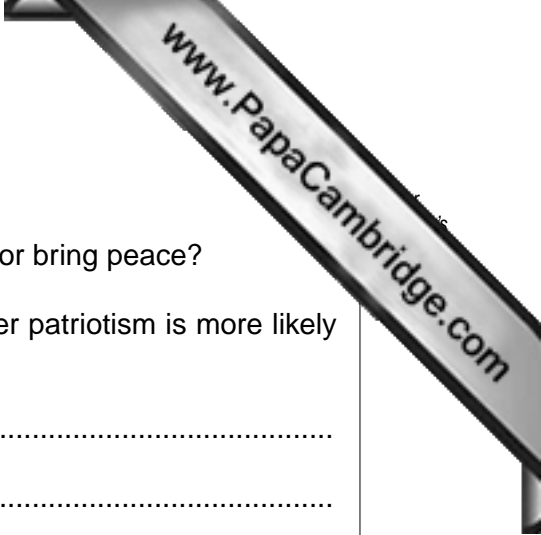
**Question 1**

**(a)** Explain, in your own words, why some people think that patriotism is a bad thing.

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**(b)** Explain, in your own words, why some people think that patriotism is a good thing.

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**Question 2**

How could you find out whether patriotism is more likely to lead to war or bring peace?

- (a) Suggest a research project that would help you to find out whether patriotism is more likely to lead to war or bring peace.

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- (b) Explain **how** this research project would help you to find out whether patriotism is more likely to lead to war or bring peace.

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- (c) Explain some difficulties you might have with your research project.

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## Section B

Read the extract below from a website called World Against Poverty. Answer **all** of questions 5 to 8.

## World Against Poverty Blog

Some countries are investing in the internet because they believe that this technology can help them to end poverty. India, for example, is trying to ensure that one young person from every village is able to use the internet. They hope that these young people will introduce the rest of the village to the information age. We want to know what you think. Join the discussion below.

### Web Visitors' Comments

*einar\_norseman*

How can internet technology help people who cannot afford to buy food or shelter or health care? You need to buy a computer. You need to buy software. You need to buy access to the internet. All this costs money that poor people don't have.

*yachi38*

It depends what you mean by poor people, *einar\_norseman*. Do you mean people who have nothing or just people who don't have enough?

*Dembe*

I heard that some people in Madagascar travel for hours to get to places with internet access.

*KimYi\_LotusFlower*

Here in America internet systems have made the welfare system, including benefit payments, more efficient. This means that more money can go directly to the people who need it.

*kwame77*

I think the internet can possibly reduce poverty. It is a very useful tool. If farmers have access to the internet, they can see the weather forecast. If they know what the weather will do, they can plan properly, and this should make their farms more productive. Another thing is, the internet puts sellers directly in contact with the markets so farmers know what their crops are worth; or a craftswoman in Nairobi can sell directly to a customer in New York. This all means that people should make more money.

*suhita\_peacelover*

I think *kwame77* is too optimistic. People spend their time on the internet visiting social networking sites, messaging and playing online games. How can more gossip online make people richer? In Sri Lanka some people are spending 15% of their income on communications, so giving them the internet is making them poorer.

*dave\_sunlord*

Of course the internet will end poverty. *einar\_norseman* is out of date. Old technology is getting cheaper, so it will soon be free to poor people. In the future, educational material will be free too, like Wikipedia. There is content that you have to pay for, like the Global Encyclopaedia. This is written by experts, whereas Wiki content is written by anyone, and some people criticise it for being unreliable. But people in poor countries will be happy to use free materials. So people in less developed countries will soon receive a good education via online learning. Another thing is, people will be able to work for any company in the world using the internet, wherever they live. So companies will use cheaper workers in poorer countries, and these countries will get richer.





Question 6

(a) How useful is Dembe's example about people in Madagascar in deciding whether the internet will help reduce poverty? Explain your answer, and suggest what else you would need to know.

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(b) India is trying to reduce poverty by ensuring that one young person in each village is able to use the internet. What information would you need to help you decide whether India is likely to succeed in this?

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