THEME 1: ANSWERS

A1: WHAT IS DEMOCRACY?

LET'S GET THINKING

1. All citizens over 18

2. 80 per cent

3. Students could discuss the following points:
   - frequent elections (every 4 years)
   - 169 members in parliament representing different views
   - automatic registration of voters when they turn 18
   - high turnout of voters (80 per cent)
   - competing political parties care about representing and helping the people gain power rather than the politicians
   - people feel represented and their voices are heard
   - society promotes fairness and equality between politicians and citizens.

CHECK YOUR UNDERSTANDING

1. Democracy is a system of government that gives power to the people through the system of voting.

2. Direct democracy is when citizens vote directly to make or change laws. In a representative democracy, citizens vote for representatives who will represent their views in law and decision making.

3. The European countries of Norway and Switzerland promote the key features of democracy by:
   - frequent voting
   - people over the age of 18 having a voice
   - people feeling that they are represented, and their voices are heard
   - multiple political parties representing the different views of the people and making a difference on their behalf
   - providing opportunities to take part in referendums.

4. Students could choose either yes or no and mention the following points:
   Yes:
   - Citizens would feel they have more control if they were given the opportunity to have direct decision making.
   - Citizens could be more likely to vote if they had this power.

   No:
   - Not all countries have the available money and resources to support frequent referendums.
   - Countries may not practise democracy, therefore it would not work.

A2: DEMOCRACY: STRENGTHS AND WEAKNESSES

LET'S GET THINKING

1. If a government makes a decision or changes a law, it will impact citizens in a number of ways:
   - In Greece, when the government passed a bill to stop protests, this impacted citizens' right to protest as protests became restricted.
   - In the UK, when the Brexit referendum indicated the removal of the UK from the EU, this meant that many citizens living in the UK would have their European identity, rights and freedoms taken away.
   - In Poland, the law to fine judges who spoke out against the ruling party meant that citizens felt they could no longer be protected under government laws.

2. When the majority wins, this means that their views and opinions are heard more than minorities, so are therefore better represented in government. The minority may feel silenced or discriminated against in law making as their views are not taken into account as much.

3. Students could include the following yes and no points:
   Yes:
   - citizens have power and control on how their country is governed
   - power is shared equally in society and people feel part of the democratic process
   - freedom of speech and frequent voting allows the opinions of citizens to be heard
   - political parties and leaders are voted for by the people and will therefore act on their behalf.

   No:
   - 'majority wins', which means the minority are not represented fully in governance
   - power is not balanced, and many political parties might struggle and fight for representation
   - voting can be time-consuming and unreliable as many citizens may not turn out to vote
   - political parties and leaders may fail to fulfil their promise, yet remain in power as they were voted in.

CHECK YOUR UNDERSTANDING

1. Strengths:
   - The majority of people support the government.
   - Policies usually reflect the views of voters.

   Weaknesses:
   - The majority wins. Policies might therefore discriminate against minorities' views.
   - Voters must accept all of the policies of the party they vote for.
   - Protests are likely when citizens feel their voices are not heard.

2. Students could discuss the following:
   Similarities:
   - Citizens have the right to vote.
   - Citizens have a sense of power in their society.
   - Citizens have a voice, and their opinions can be heard.

   Differences:
   - Representative involves elected politicians making decisions based on the views of the people, whereas direct allows citizens to make decisions themselves.
   - In a representative democracy politicians can be held accountable, yet in direct it can be difficult to hold people accountable when decisions have been made and problems occur.

3. - minority voters' views might be ignored
   - policies might actively discriminate against minority voters.

4. Students could add the following points:
   Strengths:
   - co-operation between politicians and citizens
   - freedom to protest and express your opinion.

   Weaknesses:
   - leaders could be corrupt
   - passing of laws may not work within society.

A3: WHAT IS A NATION STATE?

LET'S GET THINKING

1. Students could discuss the following:

   Examples of things in common: sovereignty; a representative democracy; presidential leader; the Maldives and Iceland gained independence in the past.

   Examples of differences: different nations with different cultures, languages and flags; system of elections differs between Iceland and Portugal and the Maldives.

2. Students should choose a country and explain similar characteristics between the two: for example, if they gained independence or the system of democracy.

3. Countries like the Maldives and Iceland have fought for sovereignty and independence. Therefore, they are more likely to have a strong sense of national identity, celebrating the strength of their nation. Portugal is a very old traditional state, where the original settlers remained, and the current population holds strong ties to these original settlers.

CHECK YOUR UNDERSTANDING

1. A nation represents a group of people who share an identify, culture and tradition, whereas a state involves political boundaries and the ability of a country to have sovereignty over these borders.

2. A country with clear boundaries which no other country has power over and the people within it have a common identity.

3. The UN recognises 193 nation (also referred to as sovereign) states among its members. Amongst non-nation states there is the Holy See that is classed as observer state.

4. The main functions of a nation state include:
   - to have strong territorial boundaries that cannot be interfered with by another country
   - to have a permanent population
   - have a recognised currency
   - to have a government that is recognised by other countries
   - to have a government that can make laws, trade agreements, treaties and provide public services
   - to have a government that can take action on behalf of its people and decide to go to war against other countries.

5. Examples of three countries that lack sovereignty include Hong Kong, Kosovo and Taiwan.

A4: NATION STATES: THE CHALLENGES TO THEIR SOVEREIGNTY

LET'S GET THINKING

1. Students should come up with ideas based on their own personal experience.

2. Students should come up with ideas based on their own personal experience.

3. Possessions have come from different parts of the world due to trade between countries.

4. The student's country may have opened up to new international businesses or adopted and welcomed new ideas, values and cultures into that country.

CHECK YOUR UNDERSTANDING

1. Students could mention the following challenges:
   - Globalisation: the rapid and widespread of ideas and values beyond a country's borders makes it difficult to maintain a strong national culture. National businesses could also be under threat as multinational companies take over.
   - Decentralisation: national power is challenged due to regions exerting their power for independence.
   - Regional groups: countries join together to form multi-governmental organisations such as the European Union, therefore countries may have to give up some sovereignty to these organisations.
   - Cyberthreats: advancements in technology have meant that borders no longer exist in the virtual world. Hacking is more common and threatens nation states' political institutions.
   - Migration: due to the constant movement of people and the increasing number of refugees, nation states find it more difficult to protect their borders and their economies from the impacts of migration.

2. Students could argue both sides.

   On the one hand, yes:
   - people have pride in their country and their nation and want to celebrate this
   - people know of their long history forming the nation state and this is part of their identity.

   On the other hand, no:
   - people within the nation state may be part of a separate nation and lack sovereignty
   - globalisation and the spread of global cultures has eroded national identities as people form global identities.

3. People living within nation states may identify with a different nationality than the rest of the country. For example, in the UK (the nation state), the nations Wales, Scotland and Northern Ireland lack sovereignty and many are eager to get independence from the overall sovereign power (England).

4. Students could debate the following points:

   Challenges of globalisation for a nation state:
   - threatens the national culture as globalisation brings ideas, traditions and values from all around the world. People may lose aspects of their national identity as they adopt global cultures
   - globalisation involves multinational (international) companies operating in nation states and these may displace national/local companies
   - the power of international organisations (for example, the United Nations) threatens how nation states might operate.

   Benefits of globalisation for a nation state:
   - national events are celebrated around the world and nation states can share their sense of pride and identity through different global events (the World Cup, for example)
   - goods and products produced in nation states can be found all around the world, which increases awareness of the nation state
   - nation states have the opportunity to work together with other nation states while maintaining their sovereignty.

B1: DIFFERENT POLITICAL SYSTEMS

LET'S GET THINKING

1. President Obiang is a dictator.

2. President Obiang's government is **not** a democracy because:
   - The president got into power through corruption (a coup) and remained in power for 40 years.
   - Complete power and control lies with the president, not with the people.
   - Other opinions are silenced – no freedom of speech.
   - Unfair elections and law-making decisions.

3. Students could mention some of the following features:
   - free and fair elections
   - people can voice their opinions – freedom of speech
   - celebration of human rights
   - people have some power and control over what happens in their country
   - more equality between government and people.

4. These features are different to President Obiang's government due to:
   - elections: Obiang's feature fraud and corruption
   - people are silenced and have a lack of freedom
   - power lies with Obiang's government rather than the people.

CHECK YOUR UNDERSTANDING

1. Students could include the following features of autocracies:
   - complete power with no opposition
   - one leader
   - less liberal, more strict
   - tight control over the population.

   Examples of countries: North Korea, Burundi.

2. Students could include the following points concerning the differences between democratic and autocratic countries:

- voting only occurs in democracies
- leaders are voted in by the people in democracies. In autocracies, the role is usually inherited or gained when another leader is overthrown
- human rights differ between the two systems of government (for example, levels of freedom of speech).

3. It may have a system of voting and elections but freedom of expression and speech might be restricted. The political leaders could also be corrupt and not fulfil the needs of the people.

B2: ABSOLUTE AND CONSTITUTIONAL MONARCHY

LET'S GET THINKING

1. The Queen does not take part in the political decision-making process, but she will give them approval. The Queen undertakes constitutional and representative duties, playing an important role in UK life (e.g. participating in charity events). She acts as a symbol of unity and national identity for the UK. Her role involves more of a 'figure-like' representative. Instead, she participates in a lot of charity or meet-and-greet events.

On the other hand, the Sultans of Brunei and Oman are both heads of state and the government. Therefore, they have complete power over how decisions are made. They have more direct power ruling the country than the Queen does.

The government is elected independently of the Queen. The UK has also been sovereign for centuries with the royal family always present. The Sultans' positions, however, are quite different. They have all of the power as they are head of state and the government with no separation between the two.

2. The Queen has no control of the government, nor a say in making laws or policies. She does not vote or stand for election. Laws and policies have to go through parliament and must be discussed and then voted on by members of parliament or the electorate.

CHECK YOUR UNDERSTANDING

1. A constitution is usually a written document that declares how the country will be run in terms of its political system and the rights of its citizens. Sometimes, it can be unwritten and amended to implement changes.

2. An absolute monarch involves a ruling royal family who have complete power and control over how the country is run. A constitutional monarch involves a government and a monarchy, with the constitution declaring how the country should be run. The monarch usually has less influence on political decision making.

3. Examples include:

Absolute monarchy: Vatican City, Brunei.

Constitutional monarchy: Cambodia, Jordan.

B3: DEVELOPMENT AND DEMOCRACY

LET'S GET THINKING

1. Examples may include:
- **a.** Norway, Sweden, Canada, Australia
- **b.** India, South Africa, Philippines, Brazil
- **c.** Morocco, Algeria, Bolivia, Ghana
- **d**. China, Russia, UAE, Chad

2. Examples may include:
- **a.** Ireland, Finland, Japan
- **b.** South Africa, Brazil, Turkey, India
- **c.** Sudan, Democratic Republic of Congo, Madagascar

3. Countries that tend to have democracies also have higher HDIs compared to countries without democracy, which tend to have lower HDIs. Therefore, democracies are considered more developed countries.

4. Dubai is considered an authoritarian regime, yet it has a high HDI. This could be due to the rapid economic growth here because of the discovery of rich oil reserves which lead to economic development in the country.

CHECK YOUR UNDERSTANDING

1. A measure of development based on the indicators of life expectancy, expected years of schooling for children, mean years of schooling for adults and income per person.

2. a. A democratic regime can help a country develop as these countries are more likely to have a government that promotes equality in society (e.g. education, employment and housing).

A democratic regime could prevent a country from developing as development could be slowed due to poor decisions made by the government. Education, employment and healthcare could be affected, with people not being provided with adequate services.

b. An authoritarian regime can help a country develop as there is usually only one leader or ruling family, so decision making can be fast. Development decisions could be made and implemented quickly.

An authoritarian regime can prevent a country developing as people are preventing from having equal access to services (e.g. education and employment) and they may never improve their overall standard of living.

3. Students should add the following features for each political system:

- Authoritarian: one leader/ruling family, complete power and control, lack of human rights.
- Hybrid regimes: fraud, corruption in elections, lack of freedom of speech, media is controlled, not free or fair.
- Flawed democracies: free and fair elections, lack of freedom of speech.
- Full democracies: freedom to vote and voice opinions, people have power over how government functions.

4. The HDI should increase as you move along the scale. This is due to more democratic features such as equality, freedom and fairness in society.

B4: POLITICS AND COMMUNITIES

LET'S GET THINKING

1. Strong economies (good trade links), reduction of poverty and development of healthcare, education and infrastructure.

2. Examples of inequalities in Europe include a wide life-expectancy gap and a wide gap in education (e.g. Belarus and Turkmenistan).

3. Students might discuss the following gender inequalities:

- unequal pay in the workplace
- traditional female roles still remain
- discrimination might exist in relation to what specific gender roles are capable of.

4. Highest:

- Europe: Norway 0.95
- Central Asia: Kazakhstan 0.8

Lowest:

- Europe: Moldova 0.7
- Central Asia: Tajikistan 0.6

Reasons for the scores are students' own answers.

CHECK YOUR UNDERSTANDING

1. Each of the columns should have the following differences:

Mali:

a. Politics:

- Authoritarian and democratic. Free and frequent elections and leader has a lot of power.
- Elections not reliable due to low literacy rate.

b. Human development:

- Literacy rate is low (35 per cent).
- Poverty is high with 90 per cent living under the poverty line in rural areas.
- 12 million people do not have access to safe drinking water.
- Disease, high infant mortality.

Vietnam:

a. Politics:

- Authoritarian regime ruled by one political party.
- It has a president that is elected by the party, rather than by the people.
- The president selects the head of government (the prime minister) so they have the power to make policies and laws.

b. Human development:

- Relatively high: in 2019, it ranked as number 118.
- It has experienced rapid economic growth.
- Poverty rates fell from over 70 per cent to under 6 per cent between 2002–18.
- Compulsory education from the age of six.
- Mostly free schooling; however, some costs.
- High literacy rates: 95 per cent of adults being able to read and write
- Public healthcare system, yet wealthier members can pay for higher-quality private healthcare.

Denmark:

a. Politics:

- Constitutional monarch.
- Full democracy.
- Everyone over 18 years old can vote.
- Turnout at general elections is usually high (80–90 per cent).

b. Human development:

- A very high level of human development, ranking at number 11 in 2019.
- The state provides many public services.
- Access to the public healthcare system and most services are provided free of charge.

2. Reasons for differences:
   - Different government systems: democracies allow people to have more control over government decisions. This may help in the provision of services needed for higher HDIs. In autocracies, however, those in power may have achieved their status from unfair and corrupt elections.
   - Different levels of development between the countries impact the provision of education and healthcare services.

3. Students could discuss the following points:
   - The president has most of the power and may not make the best development decisions.
   - The literacy rates are very low, therefore many people are unable to make informed voting decisions to help improve their lives.
   - The population is high, with 12 million who have poor sanitation. This means there could be more widespread disease, increasing the death rate and lowering life expectancy.
   - Rural areas are underdeveloped and are affected by climatic factors – droughts and floods.

4. Students could provide the following responses:
   - It is an emerging economy so attracts a lot of foreign business and industry. This creates new jobs, increasing incomes and improving people's quality of life. GDP increases, and therefore more funds can be used for development.
   - Compulsory schooling will mean the population becomes educated and can enter more skilled jobs. Schooling is mostly free so it is made more accessible to the wider population.
   - Public healthcare allows citizens to have access to medical care when they are in need, which improves life expectancy.

5. High taxation provides money for high-standard universal public services such as healthcare and education.

C1: WHAT ARE HUMAN RIGHTS?

LET'S GET THINKING

1. The children's basic needs are not being met due to poverty, such as:
   - food, water, shelter
   - a safe and clean environment
   - education
   - healthcare.

2. Students may discuss:
   - the relative availability of food and water, stable diet, consumption of a wide range of food
   - the quality of available housing
   - access to education (e.g. 4–18 years of age)
   - the availability of medicines and access to clinics and hospitals
   - do not have to take part in unfair labour.

3. Students should refer to the UDHR and choose the rights that they feel are suitable.

CHECK YOUR UNDERSTANDING

1. The United Nations is an international organisation set up in 1945 after the Second World War.
   It was set up to promote international co-operation and prevent another conflict.

2. The Universal Declaration of Human Rights (UDHR) aims to protect human rights around the world. Its purpose is to protect rights regardless of age, gender, race, etc.

   The Convention on the Rights of the Child aims to protect the rights of children and to ensure that their basic rights and needs are met.

3. Students could include some of the following examples of types of human rights in their diagram:
   - Social: equality
   - Cultural: freedom of belief
   - Political: right to liberty and security
   - Economic: right to own property
   - Civic: adequate living standard.

4. Students could include the following points in their research:
   - Political: right to have a nationality
   - Economic: right to income support
   - Civic: right to shelter
   - Social: right to education
   - Cultural: right to practise culture and religion.

C2: PROTECTING PEOPLE'S WAY OF LIFE

LET'S GET THINKING

1. Students should give their own personal opinions on whether or not they have access to freedom of religion (i.e. a place to practise religious affiliation or wear clothes associated with it); freedom of opinion (i.e. can say openly what they feel); right to participate in elections (their ability to vote); and the right to an adequate standard of living (e.g. quality of housing).

2. Students should expect to find the following in their tables:

Similarities:
- Students may be able to agree that they have an adequate standard of living.

Differences:
- freedom of religion: maybe they can/cannot practise openly, depending on the system of government
- freedom of opinion: depending on the system of government, they might or might not be able to protest
- right to participate in elections: most students would be under 18, therefore they cannot vote. However, if they live in an autocratic state, they will not be able to participate at all.

CHECK YOUR UNDERSTANDING

1. The images represent human rights in the UDHR, such as 'freedom of religion', 'freedom of expression'.

2. People might become more aware of the rights they currently do not have in their country and perhaps challenge this. People might start to question the government and demand change as they feel they are entitled to their rights. However, some cultural identities may disagree with the rights laid out in the UDHR and feel that they do not apply to their society.

3. All humans should have the basic freedoms outlined in the UDHR in order to live a free life. For example, if a person has an opinion or wants to voice their concern, they should be able to have freedom of expression and freedom of speech. People want to live in a way that meets their needs and have a basic standard of living. Therefore, they should have the right to have a family or to have a job.

4. Students may discuss the following:
- Different cultures will restrict certain rights. For example, the right to travel freely is restricted in some Muslim countries as women are required to be accompanied by a man.
- Different systems of government (e.g. totalitarian) will not support rights such as the freedom to participate in government or vote in elections. This may include dictatorships or absolute monarchies.

C3: HUMANITARIAN ACTION IN PROTECTING HUMAN RIGHTS

LET'S GET THINKING

1. - protecting the child from any potential harm or threat
- promoting the child's safety
- ensuring its basic rights of clothing and food are met.

2. Emergency supplies such as food, water, shelter and medicines.

3. Natural disasters (such as earthquakes, volcanic eruptions, tsunamis, floods, drought, famine, forest fires), war, corruption.

CHECK YOUR UNDERSTANDING

1. It is an agency of the UN that supports the well-being of refugees.

2. More than 50 years.

3. Someone might become a refugee due to the following factors:
- political corruption
- war/conflict
- natural disasters: earthquakes, drought, famine, floods, forest fires
- lack of human rights.

4. The UN is an international organisation that works together with other agencies (e.g. the WHO), so they have more specialised help. The UN is able to co-ordinate more resources and services to help during a crisis.

C4: RIGHTS AND FREEDOMS

LET'S GET THINKING

1. Students could discuss the following points:
- Loud fireworks might disrupt people's sleep or leisure time at home.
- Air travel congestion can disrupt people's holiday time; noise pollution from other people onboard.
- Road closures might cause people to be late for their work or other everyday tasks they must complete.

2. No one is being harmed in these images. They are simply inconveniences to everyday life.

3. Examples of restricted freedoms in students' lives may include:
- waiting in traffic
- following a schedule
- new building developments taking place near your home.

CHECK YOUR UNDERSTANDING

1. Rights are basic needs that everyone must have and they are protected by law. Rights should be universal for all people around the world regardless of their age, gender, religion, background, etc. Examples include: the right to leisure, the right to an education.

2. 'Freedoms' refers to the right to act or speak however you want. Examples include being able to voice your concern if you feel you are being treated unfairly or taking part in a protest in support of a particular cause.

3. Some real-life examples of moral responsibility might be:
   - to pick up litter in the environment
   - to help someone in need if they ask for help.

4. Students might argue the following:

   The law supports rights:
   - Laws ensure that human rights are protected and if they are violated, suitable punishment/action is taken.
   - Laws allow people to know their level of freedom without abusing it.

   The law limits rights:
   - Some laws in countries (especially in the past) did not support all human rights.
   - Laws might be too strict in some autocratic states and people's freedoms are limited (e.g. the right to vote).

5. People can campaign in order to voice their concerns, forcing governments to change the law.

   People can elect leaders who will ensure that laws will protect their rights and freedoms.

D1: THE DEVELOPMENT OF INTERNATIONAL LAW

LET'S GET THINKING

1. Within her own country, Zura's human rights were violated and she needed to get protection from an outside influence. The courts of her own country would not protect her.

2. To ensure that laws are carried out accordingly and universally throughout all countries (as the ECHR does across EU countries) and that violations do not occur within national courts.

3. It is difficult for international courts to interfere in national courts and imposing a fine was a plausible option.

4. International courts may threaten a country's power and sovereignty and control over their laws and court systems.

CHECK YOUR UNDERSTANDING

1. The Second World War ended and the United Nations (UN) was set up.

2. To ensure that human rights outlined in the UDHR are protected everywhere.

3. The ECHR protects people's rights and freedoms by:
   - including policies to promote the rights of women, children, refugees and monitories within communities
   - protecting people from illegal practices such as trafficking and torture
   - protecting people from discrimination.

4. a. The Geneva Convention is important because it protects people, such as enemy soldiers, doctors and civilians, during times of war.

   b. It should be amended over time because wars today are more complex than ever before. This is due to the rise of terrorism and advancements in technologies that can pose huge threats. There are also more external political allies nowadays involved in conflicts and wars. This was seen in the Middle Eastern conflicts and the involved countries' numerous ties to external powers.

   c. Relevant examples: after the Second World War; the collapse of the Soviet Union in the 1990s.

D2: THE MAKING OF INTERNATIONAL LAW

LET'S GET THINKING

1. Protection of economic, social, environmental and political issues.

2. Importance: to ensure that discrimination does not occur within society; to ensure the protection of the environment; to promote human rights and freedoms; to have safety and security on a global scale.

   Consequences: unjust treatment and discrimination of particular people based on their identities; abuse and destruction of the environment; world disasters (e.g. human-made disasters like war).

3. Students might provide the following responses:
   - climate
   - refugees
   - conflict.

CHECK YOUR UNDERSTANDING

1. Treaties and conventions are formal written agreements between countries which can be enforced by law.

   A declaration is a similar agreement but it does not carry the weight of the law.

2. The Paris Agreement was the first ever legally binding global climate change agreement. It is important in order to take global action on the problem of climate change.

3. The UN's role on making international law is carried out in many ways:
   - creating treaties that are decided upon by the General Assembly, which are then passed/declined by the Security Council
   - the courts maintain and uphold the laws
   - creation of agreements and treaties that countries can sign up to and follow.

4. a. Delegates will present their case and why the issue is important/not important and whether the law must change.

   b. The President of the Security Council will supervise the debate and listen to the views of the delegates. A vote will then be taken.

   c. The Secretary General will have the overriding decision if a law should pass or not.

   Students should refer to Model United Nations website for help here: https://bestdelegate.com/mun-made-easy-how-to-get-started-with-model-united-nations/

D3: INTERNATIONAL COURTS

LET'S GET THINKING

1. These buildings are important as they represent the ancient history and cultural heritage of Mali.

2. Someone might want to destroy the buildings if that person has opposing views to the religion and culture represented by the buildings. Destroying cultural buildings that have a lot of significance is like trying to destroy that culture and an attempt to eradicate its history.

3. The religious buildings that were destroyed represent the religion and culture of many individuals around the world. Therefore, it is not just a local issue. These buildings are also protected by international organisations and are declared as World Heritage sites for their historical significance to the world.

CHECK YOUR UNDERSTANDING

1. In order to deal with large-scale crimes such as genocide and war crimes that extend beyond national boundaries to become international issues.

2. These courts may overrule national courts and threaten their power and sovereignty. Some countries may also be corrupt and carry out crimes in the hope of not being punished.

3. Students could use the following links to create their fact files:
   - https://www.icc-cpi.int/about
   - https://www.icj-cij.org/en/court
   - https://ijrcenter.org/european-court-of-human-rights/

The International Criminal Court:
- to investigate and prosecute those responsible for war crimes and genocide
- to bring justice to those who were victims of these crimes.

The International Court of Justice:
- to settle legal disputes submitted by countries
- to provide advice on legal questions.

The European Court of Human Rights:
- to respect the rights and guarantees set out in the European Convention on Human Rights
- it examines complaints and violations of human rights and provides a judgment.

The European Court of Justice:
- deals with disputes between parties
- ensures that European law is interpreted and applied in the same way in every member state.

4. Students could discuss the following points:
   Effective:
   - They uphold laws to protect people from punishable crimes.
   - They help people seek justice and protection whenever they can't within the national court.

   Ineffective:
   - It is difficult for international courts to punish criminals in other countries, as they may be difficult to track down and bring to trial.
   - Lengthy decision making means it takes a long time for cases to be dealt with.

D4: CAMPAIGNING FOR INTERNATIONAL LAW

LET'S GET THINKING

1. These are the original people who reside in an area with a long ancestry connected to that place.

2. Their livelihoods are destroyed along with the rainforests, for example, their way of work, their resources (e.g. food, fuel) and their homes.

3. Their needs are not usually considered by those in power and it is difficult for them to be represented.

4. They aim to support indigenous people in their struggles and defend their rights.

5. Students could discuss the following:
   - to keep their way of life and culture alive and allow it to thrive
   - to allow them equality within their society and fair representation
   - to respect their rights to the land.

CHECK YOUR UNDERSTANDING

1. Students might provide the following responses:

   Similarities:
   - aim to make a difference
   - aim to help those in need and who face struggles.

   Differences:
   - differ in scale and size
   - charities and NGOs aim to provide aid and assistance to those who need it, whereas a social movement aims to bring people together to make a change.

2. Students could research indigenous people living in the Amazon Basin or the Arctic Tundra and how they are threatened by development. For example:

   Amazon:
   - Clearing of land will displace indigenous people.
   - Clearing of forests will destroy livelihoods.

   Tundra:
   - Oil exploration will displace indigenous people due to development and extraction of oil and its associated industries.
   - Many indigenous people are forced to leave their traditional lives in order to work in factories.

3. Students might respond with technological innovations involving robotics or cloning, as these may pose ethical challenges. International law is required as issues such human cloning will cross international boundaries. It could adversely impact the human race and must be controlled to avoid major consequences.

EXAM PRACTICE

SOURCE A

1. **D** a vote by everyone who is permitted to vote.

   (1 mark)

2. **C** an election

   (1 mark)

3. The Irish referendum was based on protecting the rights of children while the Greek referendum was focused on the economic downturn and financial crisis.

   In the Irish referendum, 58 per cent voted in favour, however, in the Greek referendum, 60 per cent voted against.

   (4 marks)

4. The main difference between a representative democracy and direct democracy is the process of voting and decision making. In a representative democracy, citizens vote or elect representatives to make political decisions on their behalf. In a direct democracy, citizens vote directly on political decisions and laws through the process of referendums.

   (2 marks)

5. Supporting views:
   - A referendum is a feature of direct democracy when all citizens have the opportunity to vote on a specific issue.
   - A referendum gives citizens the opportunity to make a change on a particular issue within their country. For example, the British referendum known as Brexit asked citizens to vote directly on whether or not Britain should remain within the European Union.
   - Referendums give citizens more power and control over their country and how it is governed as the majority approves the change.
   - The decision-making process can be much quicker as it is not in the hands of multiple politicians who have a range of different opinions.

   Opposing views:
   - Citizens may make misinformed decisions due to lack of political knowledge.
   - The majority decision wins, therefore those in the minority lose their influence over how they would like their country to be governed.
   - Referendums are not always binding, which means that even if the citizens vote to make the change, the final say still lies within the control of the representative government.
   - Referendums may pass laws that are not suitable for the country as a whole.

   (9 marks)

SOURCE B

1. **B** controls all the decisions within their territory

   (1 mark)

2. **A** about 25 per cent

   (1 mark)

3. Representative democracy

   (1 mark)

4. Any two of the following:
   - no voting
   - lack of opposing views
   - limited freedom of speech
   - one ruler/family with supreme power.

   (3 marks)

5. The businessman may have wanted to keep the political leader in power in order to silence any opposition powers.

   The leader of the country may have forced the businessman to bribe the judges or face consequences.
   (4 marks)

6. Supporting views:
   - Economic freedom is promoted more in democracies. Through the opening of businesses and entrepreneurship people can have ownership and rights.
   - Democracies usually have higher HDIs, which could indicate that they have good healthcare and education systems.
   - People living in democracies have a voice on developmental issues and could make the best decisions for the country in order for it to grow.

   Opposing views:
   - Many autocratic countries are quite wealthy due to their ability to trade high-value goods with other countries and attract global businesses.
   - Communist countries such as China have seen the most rapid growth in recent decades due to the opening of their markets and improving global trade relations.
   - Democracies often face financial crashes and huge inequalities exist, which hinders economic development.
   (9 marks)

SOURCE C

1. **C** an international organisation for peace and co-operation
   (1 mark)

2. **D** rights and freedoms that belong to everyone
   (1 mark)

3. Freedom of religion; freedom to work (or any other two relevant UDHR rights).
   (2 marks)

4. Freedom of speech; freedom from torture.
   (2 marks)

5. Answers could include, for example:
   - They should have the right to have rest and breaktime.
   - Their voices and concerns should be listened to.
   - They should have fair working conditions.
   (3 marks)

6. To save the lives of all people facing a disaster by providing different types of aid.

   To protect people during the time of disaster by remaining in that country until the disaster is over.
   (4 marks)

7. Supporting views:
   - A country should have power and sovereignty over the rules that they implement.
   - Those in government should know the needs of the children and will know how to create laws that will ensure their well-being is protected.
   - Different cultures may have different views on the role of children, therefore their culture must be considered in their law making.

   Opposing views:
   - Children are mistreated in some countries by being forced into child labour, therefore international laws are needed to protect them.
   - Some cultural values limit children's rights, and laws need to be challenged.
   - International laws are needed in order to uphold the UDHR so that all children have equal access to food, water, shelter, education and healthcare and their overall well-being is protected.
   (9 marks)

SOURCE D

1. **D** an organisation that addresses social and political issues
   (1 mark)

2. **B** people who originate from a particular area
   (1 mark)

3.
   - The extraction process destroys natural landscapes.
   - The burning of oil and gas releases powerful greenhouse gases leading to the problem of climate change.
   (2 marks)

4. Students give one example. For example:
   - The World Wildlife Fund can help to protect endangered animals living in the Arctic.
   - IPCC aims to promote issues related to climate change.
   (2 marks)

5. Students to choose any two rights and give explanations. For example:
   - The right to practise religion is necessary in order for people to freely express their beliefs and values while feeling safe to do so.
   - The right to travel is needed as humans should be allowed to move freely for work or to get to safety.
   (4 marks)

6. Supporting views:
   - Countries already have effective and well-established laws and know what is best for their country in order to function.
   - Laws and institutions are controlled by the sovereign power and should not be challenged by international laws.
   - Many international laws do not correspond to the beliefs and values of many countries and are therefore not needed.

   Opposing views:
   - Many countries are corrupt and will make laws that might discriminate against people within a society.
   - International laws will protect people or help solve issues that individual countries cannot.
   - Countries need international governance in order to become part of the global community.

   (9 marks)

SYNOPTIC ASSESSMENT

1. Answer to include the following:
   - freedom of speech
   - free and fair elections
   - can be representative or direct
   - people have a sense of power
   - majority wins.

   (5 marks)

2. Arguments to support the statement, drawn from across the whole qualification, may include the following points:
   - Whether a country is democratic or autocratic, the UDHR should be followed in order to ensure universal rights are upheld.
   - Democratic countries have fought for human rights to ensure that changes are made.
   - Recently, many Arab nations have begun to campaign for their human rights (e.g. the Arab Spring) to ensure that changes are made to how they are treated.
   - Cultural differences between countries should not interfere with human rights, e.g. child brides need to be protected by the UDHR and require international help.
   - Social media allows people all round the world to become aware of their human rights and people will know what they are entitled to more than ever before.

Arguments to counter the statement, drawn from across the whole qualification, may include the following points:
   - Some human rights laid out in the UDHR are not universally compatible due to differences in government, e.g. autocracies are less liberal than democracies.
   - The UDHR cannot function fully in some countries due to opposing cultural values and religious beliefs.
   - Some human rights need to be policed and people can abuse them, therefore not all countries will implement them as it could lead to corruption.

   (15 marks)

3. Answer to include the following:
   - to settle legal disputes
   - to bring justice
   - to provide advice and opinions on legal questions
   - to maintain order within countries
   - to convict criminals.

   (5 marks)

4. Arguments to support the statement drawn from across the whole qualification may include the following points:
   - Human rights, such as the right to freedom of speech, are promoted more in democracies and people have more sense of power over everyday matters.
   - Economic freedom is allowed and people have opportunities to improve their overall quality of life through getting better jobs and education.
   - Democracies usually have higher HDIs, which means that services such as healthcare and education are more advanced.
   - In most democratic countries, people have access to basic services and have their basic needs and wants met.

Arguments to counter the statement drawn from across the whole qualification may include the following points.
   - There can be huge divides within democracies, with segregation between those with different incomes.
   - Many government policies benefit the majority, who may have a good quality of life, yet the minorities may suffer and their voices are not heard.
   - Politicians who run the country may control the funding of specific projects, and accessing affordable services might be difficult for low-income people.
   - In many autocratic countries such as those found in the Middle East, locals have a high quality of life due to a high GDP and rapid developments that have taken place as a result of the wealth of the country (e.g. from oil reserves).

   (15 marks)

THEME 2: ANSWERS

A1: WHAT IS ECONOMIC DEVELOPMENT?

LET'S GET THINKING

1. ■ helps to reduce poverty in urban and rural areas
   - ■ job creation
   - ■ increased access to and better-quality education for children
   - ■ improved healthcare for women and children
   - ■ access to clean drinking water and good sanitation.

2. Students can discuss the benefits of economic development (as in question 1) but they might also argue the following:
   - ■ if populations are high and dense, it is difficult to help everyone improve their lives
   - ■ inequality still exists
   - ■ pressure is put on government resources to help everyone
   - ■ rural areas can be less accessible and it can be more difficult to implement development policies.

3. ■ improve access to and better-quality education for all members of the community
   - ■ encourage strong, fair trade relations
   - ■ attract foreign business but also encourage local business growth.

CHECK YOUR UNDERSTANDING

1. Economic growth focuses on a country's ability to produce more and increase wealth, whereas development is when the economic, social, political and environmental aspects of society improve and benefit the population.

2. Disparities occur because inequality exists within populations. There is unequal access to basic goods and services such as education and healthcare. This means that some people will have a better quality of life than others.

3. ■ different levels of HDI across the world
   - ■ countries that depend on aid (and others that don't)
   - ■ some countries have more developed urban areas than others.

4. Economic growth can occur in places such as Qatar due to the discovery of high-value natural resources such as oil. This creates new wealth, which can then be used to help improve the social and economic factors of development (e.g. infrastructure, education, high-skilled jobs, healthcare). This differs between countries due to a different range or a lack of available resources and whether they are high or low value, historical factors (colonisation), political factors (war, conflict) and environmental factors (climate change, natural hazards).

A2: THE HUMAN DEVELOPMENT INDEX

LET'S GET THINKING

1. ■ through good government policies
   - ■ good, strong trade relations
   - ■ focus on main social issues and investment in these areas.

2. ■ high levels of poverty
   - ■ corruption
   - ■ lack of resources and high populations.

3. ■ life expectancy at birth
   - ■ expected years of schooling for children
   - ■ mean years of schooling for adults
   - ■ income per person.

4. Example student answers may include:

   Yes: If the population is happy with their lifestyles, then they must have a good quality of life.

   No: Happiness may not depend on quality of life in some cultures – happiness might be a spiritual measurement.

CHECK YOUR UNDERSTANDING

1. HDI is the Human Development Index, which is a measurement of development. It is useful as it considers many social and economic factors (e.g. life expectancy), which gives a better indication than using just one development indicator.

2. Life expectancy rates are broadly similar as they are between 76 and 79 years. Yet the highest is found in the USA and the lowest in Ethiopia.

   Education levels show huge differences. The mean years of schooling is highest in the USA at over 13 years, falling to 5 years in Morocco and less than 3 years in Ethiopia.

   Income levels also differ a lot, with the USA having the highest at 0.9, falling to 0.6 in Morocco and only 0.4 in Ethiopia.

3. ■ The USA has a stable government and high GDP. It can invest in many social and economic areas to improve its overall HDI. The level of wealth is lower in Morocco and even lower in Ethiopia.

- Historical reasons might also play a role as historically the USA has been politically stable, whereas Ethiopia was subject to colonisation and then corruption, which stunted its initial growth.

4. ■ The HDI does not consider other indicators of development that could help give a better picture. For example: birth rates, death rates, infant mortality rate, food intake.
   ■ It could be improved by including any inequality that exists within a country.

A3: WHAT IS AN EMERGING ECONOMY?

LET'S GET THINKING

1. The life expectancy has increased.

2. Better-skilled people who will access better-skilled and higher-paid jobs. This moves employment from primary into secondary, tertiary and quaternary sectors.

3. It has had one of the biggest moves from primary (agricultural) to secondary (manufacturing) production. Since it produces so many goods and wants to sell them, it has become one of the biggest exporters.

4. ■ urban development such as new infrastructure and new technologies
   ■ lifted 850 million out of poverty
   ■ makes it an attractive place for further investment.

5. ■ The development process can be damaging to the environment.
   ■ It can happen too quickly and problems such as congestion and pressure on resources can occur.
   ■ It can lead to greater inequalities.

CHECK YOUR UNDERSTANDING

1. A country that is developing rapidly due to economic growth. It has moved from a developing country status but has not reached developed status yet.

2. ■ forming relationships with other countries (e.g. MGOs)
   ■ shifting from primary to secondary production jobs – manufacturing
   ■ opening up markets to the foreign market place.

3. They are usually cheaper and in larger supply.

4. ■ focus on their trade relations and amount of trade with countries, which will help their economy grow
   ■ invest in social and economic areas (e.g. access to healthcare and education) to help the next generations develop in sustainable way.

A4: FREE TRADE OR FAIR TRADE?

LET'S GET THINKING

1. The big companies are treating them unfairly and know that they will work for little money as it is better than nothing at all.

2. The farmers don't have enough money to treat them well and support them properly.

3. Students should include points such as campaigning about fair trade to raise awareness and providing aid to the children.

CHECK YOUR UNDERSTANDING

1. Free trade means businesses might be more likely to trade without considering how the product was produced, whereas fair trade focuses on how the product was produced and whether the people were treated fairly.

2. Students should choose any ten products/goods and research which country they are found. For example: cocoa beans – Ghana.

3. ■ They can both involve poor working conditions and people can be likely to be treated in ways they should not in either system.
   ■ Big companies are interested in profit and often at the expense of workers. Both systems operate in a competitive market.

4. Students could produce this in class using stationery equipment or ICT. They should research using fair trade websites to get their information.

A5: MIGRATION: CHALLENGES AND OPPORTUNITIES

LET'S GET THINKING

1. ■ for jobs
   ■ to escape war and conflict
   ■ for better education or training purposes
   ■ for overall better quality of life
   ■ for new opportunities.

2. Advantages: better education might lead to higher-skilled jobs, generating more income and improving overall quality of life – better housing, more disposable income, etc.

   Disadvantages: People are likely to face discrimination due to their foreign identity.

CHECK YOUR UNDERSTANDING

1. ■ better quality of life – better access to services
   ■ stable political environment
   ■ safer and cleaner environments
   ■ employment opportunities.

2. Students might answer the following:
   ■ social: better access to education
   ■ political: safe, stable government
   ■ economic: jobs
   ■ environmental: clean, better climate.

3. Push factors are what make people want to leave a particular place, whereas pull factors are the reasons that make people want to come into a particular place.

4. This is when highly skilled members of the population leave a country to seek opportunities elsewhere. This may leave a poorly skilled population behind and fewer people filling jobs that are focused on social, economic and political development.

5. This is money that migrants make and send back to their source country. This may reduce the host country's development as money is leaked out to the source country. However, it will increase the money that could be used in the source country (such as for family reunification).

B1: SUPPORTING DEVELOPMENT

LET'S GET THINKING

1. Water is a basic daily need that is required for us to survive. If water is contaminated or dirty, it can lead to life-threatening diseases such as cholera.

2. UNICEF is helping to provide both clean energy, clean water and an electricity supply. Children are likely to have healthier lifestyles so that they survive into their adult life.

3. Students might include the following:
   ■ Clean drinking water will improve people's quality of life, which will reduce child mortality and increase life expectancy.
   ■ Children are more likely to survive into adulthood and contribute to development.

4. Advantages: Solar panels are the best option as it is clean energy and will not emit pollution.
   ■ Electricity will help development, as in this case, it pumps and provides clean water, but could also be used to provide light and power electronic equipment.

CHECK YOUR UNDERSTANDING

1. They are able to focus on particular issues such as refugees, children and health, and can provide adequate resources and aid to help countries tackle these problems.

2. Economic development: if children are provided with high-quality education and equal rights, they are more likely to participate in society as they get older and, as a workforce, contribute to economic growth.

   Human welfare: the UNHCR helps protect refugees and provide them with a safe place to seek refuge. The WHO can help people recover from diseases by providing vaccines.

3. Effective: They have made a difference around the world by providing different types of aid and support packages (students can look up example countries).

   Challenges: Difficult to obtain resources and to tackle all problems that exist.

B2: TYPES OF DEVELOPMENT AID

LET'S GET THINKING

1. Deadly diseases like Ebola will lead to a larger loss of life. This will affect the number of people in the workforce that contribute to the country's overall development.

   Children may have to leave education to help support their families if the breadwinner is ill or dies, meaning there will be a less-skilled population for development.

   Treatment of deadly diseases may also take investment away from other sectors of society.

2. They provided emergency aid in the form of food, water, shelter and medical supplies.

3. So that they may improve their skills as they get older and enter the workforce in skilled jobs.

4. Helping children fulfil their potential and receive the basic rights of education; allowing families to feel safe and access services.

CHECK YOUR UNDERSTANDING

1. Emergency aid is provided during times of emergency when immediate supplies are needed in order to save lives. Long-term aid is focused on overall development sustainability so that it may last into the future.

2. ■ Emergency aid could come in the form of food supplies, medical aid or shelter. If a country has ongoing conflict, this emergency aid could turn into long-term aid to ensure people survive and give them skills to survive without help in the future.

- By providing emergency aid through military operations, the military could then be responsible for calming conflicts that exist in the area. This might reduce the dependence on emergency aid and long-term aid could then be implemented.

3. People might become dependent on emergency aid and not learn to be self-sufficient. By focusing on long-term projects, people can learn to live independently.

4. Student answers will vary. Example:

   Long-term aid is more efficient because it will help the community on a long-term basis and contribute to its overall development.

B3: AID OR LOANS?

LET'S GET THINKING

1. It is one of the poorest countries in the world and experiences a high number (and intensity) of natural disasters that occur yearly. The impacts are high death rates, displacement and destroyed buildings. Haiti requires help to respond and prepare for these frequent natural disasters.

2. Emergency and long-term aid.

3. Student answers will vary. Example:

   Yes: The money from the loan can be used to help rebuild and repair the damage from natural disasters and emergencies. It can help to improve the design of buildings and the efficiency of response services to help protect people and the infrastructure in future.

   No: Loans require repayment, mostly with interest added, so Haiti could face debt that might be very difficult to pay back.

4. If money is being used to repay loans, it cannot be used to invest in healthcare, education and other services. This will have a negative effect on the country as it will not be able to benefit from these services if they are not available (or are of poor quality).

CHECK YOUR UNDERSTANDING

1. Giving aid is usually voluntary with no expectation of repayment, while making loans/lending involves some form of repayment and possibly with interest on top.

2. Student answers will vary. Example:

   Effective: helps saves lives, rebuild following destruction, improves well-being of people, can help development in the long run.

   Not effective: creates dependency and debt, can be open to corruption.

3. Students must use the table in the section to complete this activity.

4. Students should use the answers from the table on strengths and weaknesses and research countries to provide evidence for their answers.

   Solutions: Cancel interest added to loans; ensure aid suits the needs of the country.

B4: HOW CAN WE HELP?

LET'S GET THINKING

1. Volunteers can help the vulnerable in society by spending the day with them or helping them meet their everyday needs. Volunteers are important as they improve the quality of life for many people but also undertake roles in society for free. These roles might not be filled otherwise.

2. Examples include: communication skills, helpfulness, organisation, teamwork.

3. They can help fundraise or donate charitable gifts, and spread awareness.

CHECK YOUR UNDERSTANDING

1. From volunteers who are willing to help in their home country or abroad and through fundraising, which helps generate funds to keep the organisations running.

2. Businesses will help to increase awareness, which will generate more money for the organisation and its cause. Businesses also donate funds.

3. By running events such as marathons, school non-uniform days, bake sales, adventure tasks, etc. in order to raise money and increase awareness of the organisation and its cause.

4. Ensure that students choose an appropriate social media site and keep their message short and concise, using persuasive language and content that is suitable for their intended audience.

5. Students should follow the criteria included in question 4 above, and research the specific skills needed.

C1: CLIMATE CHANGE: THE CAUSES

LET'S GET THINKING

1. Increasing air pollution will increase the amount of respiration diseases. The WHO needs to monitor countries to ensure that a global health problem does not occur.

2. Cities: transport; factories burning fossil fuels.

   Home: indoor fires used for cooking with poor ventilation in the home.

3. People from low-income backgrounds may be unable to protect themselves from the effects of air pollution due to lack of funds to be able to pay for medical attention.

People from low-income backgrounds may also work in jobs that expose them to more air pollution. For example: factories, construction work, waste disposal.

They may also live in 'rundown' areas that are heavily polluted by congestion, poor waste disposal (landfills) and polluting industries.

CHECK YOUR UNDERSTANDING

1. Air pollution has increased due to the growth in industry and transport, which use fossil fuels that emit harmful gases. These have a negative impact on our health.

2. They are a group of gases that help trap heat in the atmosphere. Without them, our planet would be freezing cold so we would not be able to survive.

3. Heat from the Sun hits the Earth and is radiated back. The heat becomes trapped inside the atmosphere due to greenhouse gases.

4. Student answers will vary. Examples:

Yes: Increase in burning fossil fuels (buildings, transport, production process, farming); travelling long distances; consuming meat products.

No: Climate change is natural and the Earth goes through climatic phases; natural events can cause the climate to change much quicker.

5. The UN has created organisations such as the IPCC, which is helping to reduce the impacts of climate change and to encourage us to make the changes we need to make to protect our global environment.

C2: CLIMATE CHANGE: THE CONSEQUENCES

LET'S GET THINKING

1. Hurricane Maria destroyed the landscape by uprooting trees and destroying homes. It also ruined a lot of infrastructure such as bridges and buildings.

2. It destroyed peoples' homes; cut off access to electricity; reduced access to clean water and food.

3. Due to the destruction of the infrastructure, it could have caused a loss of business and also the cost of rebuilding would be high.

4. Examples of places: Central America/Caribbean (Haiti), southern USA (Florida), South-east Asia.

These regions are found within the 'tropical zone', which supplies warm ocean temperatures (27°C). The Earth's natural forces and wind direction will fuel and move the storm.

They are getting worse due to warming ocean temperatures. The intensity and size of tropical storms increases as the intensity of low-pressure systems increases.

CHECK YOUR UNDERSTANDING

1. Biodiversity refers to the variety of plants and animals that exist around the world. They are in danger due to the changing climatic conditions and their inability to adapt to the changing environment. This makes them endangered and at risk of becoming extinct.

2. This answer is based on the students' own perception, but they must be able to give reasons why they chose this order. For example, melting permafrost will increase greenhouse gas emissions at a rapid level.

3. Student answers may vary. For example: Miami is threatened by rising sea levels yet has adapted by installing pumps and raising the level of the roads. Bangladesh is also threatened by rising sea levels yet is finding it difficult to adapt and entire livelihoods are under threat (e.g. farming). The effects of climate change have not been equally experienced by these two countries, which might be due to differences in economic development and whether they can afford to invest in new technologies.

4. Students could choose specific places (such as London, UK) and show it under water due to melting ice caps, for example.

C3: ECONOMIC DEVELOPMENT AND CLIMATE CHANGE

LET'S GET THINKING

1. Due to trees being cleared to make way for palm oil plantations, which is used in many food products.

2. ■ Biodiversity is at risk as species' habitats are disappearing.

■ Indigenous people are at risk as their environments and cultures are being destroyed.

■ Flash floods occur due to the lack of trees and water uptake, which leads to soil erosion as soil is washed away.

3. Issues include:

■ loss of natural habitats as palm oil plantations take over the land

■ animals become endangered as their natural habitat is destroyed

■ acres of forests are being removed.

What is being done to stop it?

- global campaigns through advertisements about what is happening to the animals of the rainforest
- reforestation projects
- more companies are adopting sustainable policies
- creation of NGOs and charities.

CHECK YOUR UNDERSTANDING

1. Due to increased deforestation of rainforests to make way for palm oil plantations, more carbon dioxide will build up in the atmosphere. This is because trees act as carbon sinks and the fewer there are, the more carbon will go into the atmosphere.

2. ■ Selling non-renewable resources such as oil can make a lot of money, but it causes large amounts of pollution when burned.
   - As we use more fossil fuels in our everyday lives (transport, industrial development), pollution will also increase.
   - The more we demand from the Earth in order to improve our lifestyles, the more pollution will occur (e.g. coltan in our phones is mined in Africa, then parts are manufactured in South-east Asia, then sold to us in our home countries). All of this has a huge carbon footprint.

3. The global commons are the Earth's shared resources such as the oceans, forests, the atmosphere and outer space. They are under threat as we constantly demand goods and services from them and then destroy and pollute them through waste disposal or greenhouse gas emissions. In order to protect them, international treaties have been formed and a wide range of NGOs have been set up.

4. Students can suggest the following:
   - The Clean Air Act
   - The Clean Water Act
   - The Endangered Species Act.

C4: MANAGING GROWTH AND THE ENVIRONMENT

LET'S GET THINKING

1. It is made from recycled material which means it will have a lower environmental impact.

2. a. IKEA: It is producing materials in an ethical manner, which will make them more attractive to customers.
   b. Customers: They will have the satisfaction of a good quality chair with less environmental impact.
   c. Environment: The environmental impact will be much lower as waste levels will be reduced and new resources will not have to be used.

3. Benefits are that the furniture will create less environmental damage, by reducing the rates of deforestation and greenhouse gas emissions, producing a lower carbon footprint, preserving the Earth's resources and reducing the amount of waste.

   Examples of products:
   - Clothing from Patagonia®: materials are sourced responsibly and made from recycled fabrics.
   - Eco-products® in Canada use sustainable disposables such as paper straws, wooden cutlery and reusable bags.

4. ■ Less waste to dispose of will mean less pollution and lower greenhouse gas emissions as less waste is sent to landfill.
   - Fewer trees will be cut down and burnt, reducing the effects of climate change.

CHECK YOUR UNDERSTANDING

1. They aim to reduce, reuse and recycle their products in order to reduce further destruction of the environment and become more sustainable.

2. This is when something is reused in every possible way in order to extract its complete value and use. For example, you could take an empty, unused plastic bottle. You could add some soil and seeds and grow a plant. You could also paint a design on the outside of the bottle. This could now become a plant pot.

3. ■ less waste to dispose of that can give out harmful greenhouse gas emissions
   - less deforestation
   - less destruction of habitats to grow or harvest materials.

4. Student answers may vary. Examples:
   - reduce, reuse, recycle
   - use public transport or walk instead of using the car
   - travel abroad less
   - turn off electrical items on standby
   - eat less meat.

5. Students could include the following points for the activity:
   - Invest in renewable energy sources rather that burning non-renewables.
   - Have an efficient waste management scheme.
   - Create laws so that people and companies know what they must do in order to be sustainable.

C5: PROTECTING AND ADAPTING TO THE ENVIRONMENT

LET'S GET THINKING

1. Students could include the following points for the activity:
   - having small numbers of tourists
   - staying with local people
   - learning new cultures
   - respecting the environment.

2. The natural environment, the local people and the local economy.

3.
   - fewer large-scale developments will occur that emit a lot of harmful gases
   - less destruction of natural areas, such as forests that maintain the carbon cycle (control the climate by absorbing carbon dioxide from the atmosphere)
   - less waste and fewer emissions.

4. **a.** The local economy is supported, so there will be more money to support future development.

   b. The environment is protected, so it will be preserved for future generations.

   c. The local people will survive, and their culture will be preserved.

   Students could research the following places and discuss how ecotourism helps the economy, environment and people in the country of choice:
   - Borneo, Indonesia
   - Iceland
   - Kenya
   - Amazon Rainforest

CHECK YOUR UNDERSTANDING

1. The UNFCCC is the United Nations Framework Convention on Climate Change and it aims to reduce global greenhouse gas emissions, monitor countries' impact on the environment and help support developing countries to become more environmentally friendly while still developing economically.

2. **a.** The The Kyoto Protocol:

   Positives:
   - Countries aim to cut their greenhouse gas emissions by 5.2 per cent.
   - Rich countries offset their emissions by investing in low-carbon projects in poorer areas.
   - Takes global action.

   Negatives:
   - Only rich countries were required to cut emissions.
   - The reduction of GHG emissions were not fully successful.

   b. The Paris Agreement:

   Positives:
   - Global support and participation (200 nations).
   - Aims to control global warming by not increasing temperature by more than 2°C.

   Negatives:
   - It has different rules for different countries, as each nation can decide how it wants to reduce emissions.
   - People may lose their jobs if they work in fossil-fuel-based companies.

3. Yes: many countries are now investing in renewable energies rather than burning fossil fuels. This is a big step in reducing the level of greenhouse gas emissions in the atmosphere.

   No: many developing countries are rapidly developing and it is more difficult for them to be environmentally friendly. Therefore, they will not be able to commit like other nations can.

4. If countries and people do not adapt, there could be mass environmental destruction and loss of life due to the threats of rising sea levels, increased diseases and loss of land.

5. **a.** Quito, Ecuador:
   - irrigation to manage water supplies
   - development of resistant crops to deal with changes in climate.

   b. New York, USA:
   - a 'Cool Roofs' programme to reflect heat
   - improving infrastructure such as sea walls.

   c. Durban, South Africa:
   - public solar water heaters.

6. Student answers may vary. Examples:
   - turning off light switches or electronic devices when not in use
   - changing diet to eat less meat and fewer foods that have a high carbon footprint
   - change transport methods (e.g. walk/cycle rather than cars).

D1: DEVELOPING THE MDGs

LET'S GET THINKING

1. Students can choose any order but must be able to give reasons for their choices:
   - Inefficient agriculture will mean a poor food supply for the population. This could lead to hunger and malnutrition.
   - Climate change could exacerbate this problem and cause widespread famine.
   - Since there is a high fertility rate, this could increase the population and put further pressure on the scarce food resources.

2. - improved infrastructure in order to trade more easily and sell products to generate income
   - introduce fair trade to allow farmers to become skilled
   - educate young people on matters of family life and birth control
   - improve provision of services, such as healthcare and education.

3. - all children must receive access to education
   - local people should be given incentives to help them improve their livelihoods
   - locals should be taught how to farm the land efficiently.

CHECK YOUR UNDERSTANDING

1. Action taken by the United Nations in order to achieve global development.

2. - To eradicate extreme poverty and hunger.
   - To achieve universal primary education.
   - To promote gender equality and empower women.
   - To reduce child mortality.
   - To improve maternal health.
   - To combat HIV/AIDS, malaria and other diseases.
   - To ensure environmental sustainability.
   - To develop a global partnership for development.

3. - Creating jobs: this is difficult to achieve as it a densely populated country with most of the jobs concentrated in primary employment.
   - Quality education: as it is a developing country, it is difficult to fund education facilities.
   - Climate change contribution: it is already being affected by rising sea levels.
   - ICT equipment: it lacks tertiary/quaternary skilled jobs so ICT will not be widely available.

4. Students should creatively come up with their own goals for this activity, e.g. cultural respect.

D2: DEVELOPING THE SDGs

LET'S GET THINKING

1. The MDGs only focused on developing countries. The SDGs encourage more global participation by including both developing and developed countries.

2. To ensure that everyone is represented in the SDGs.

3. To show that this is the only planet we have and we must look after it, otherwise we will face mass extinction.

4. Students will need to find an appropriate image with a suitable caption.

CHECK YOUR UNDERSTANDING

1. The SDGs were developed after the MDGs and aimed to make further progression. Countries and aid agencies worked together to form goals to lift people out of poverty in sustainable ways. Seventeen goals were developed with 169 targets.

2. Similarities:
   - goals aimed at making a difference to the lives of people around the world
   - both developed by the United Nations
   - both aimed at sustainable development
   - eradicating poverty is one of the main goals.

   Differences:
   - number of goals, MDGs had 8 whereas SDGs have 17
   - SDGs require action by both developed and developing countries
   - SDGs address more issues and have more targets
   - MDGs had isolated goals whereas SDGs require a more integrated agenda.

3. - It is difficult to cover all issues.
   - It is difficult to have universal acceptance and effort from all countries.
   - Funding for each goal will prove difficult.
   - Some countries will find it easier to meet some goals than others.
   - Some countries will find it difficult to meet any of the goals.

4. The SDGs could be improved by providing more legislation on them. This will increase the likelihood that countries will be committed to meeting them and make them accountable to their commitments.

5. Student answers will vary. Examples:

   SDG 3: Good Health and Well-being

   Successes: until the end of 2019, advances in health continued.

Challenges: Covid-19 increased loss of life and overwhelmed health systems.

SDG 5: Gender Equality

Successes: Some improvements in child marriage as rates have decreased; women's representation in politics has increased.

Challenges: Covid-19 has increased rates of domestic violence towards women.

D3: MEETING SDG TARGETS

LET'S GET THINKING

1. Latin America and the Caribbean.

2. ■ Good health and well-being
   ■ Industry, innovation and infrastructure
   ■ Life below water
   ■ Partnerships for the goals

3. ■ No poverty
   ■ Sustainable cities and communities
   ■ Peace, justice and strong institutions

4. ■ providing development aid that can lead to sustainable development that can cover many of the SDGs
   ■ business opportunities
   ■ appropriate government spending.

5. ■ Reduced inequalities may be difficult to measure or gender roles might be culturally sensitive here.
   ■ Responsible production and consumption may also be difficult to track and gather data on.

CHECK YOUR UNDERSTANDING

1. ■ Sub-Saharan Africa has had long conflicts and wars within and between countries.
   ■ It has a history of colonisation and the 'Scramble for Africa' meant that many European countries used its natural resources to their advantage.
   ■ Climate change impacts appear to have affected a lot of the farmers.
   ■ It has one of the largest populations, which puts a lot of pressure on land and access to services.

2. SDGs being achieved include: 1, 2, 3, 4, 8, 9, 12, 13, 15, 17

3. Barriers:
   ■ Inequality in wealth distribution: some countries will have better progress towards SDGs if they have available funds. This will leave other countries behind and provide fewer opportunities for development.
   ■ Corruption: the country may be run by a corrupt leader who does not effectively meet the development goals. War might also slow or hinder development.

4. International organisations, such as Fairtrade, that can provide adequate training, education and tools in order to farm the land in a more sustainable way. This will increase the quality and quantity of the crop, which could guarantee more sales and a higher income.

E1: WHY DO COUNTRIES WORK TOGETHER?

LET'S GET THINKING

1. ■ economic growth and development due to increased trade and business relations
   ■ societal cohesion and connectiveness as people work together, respect one another and aim for peace
   ■ teamwork with the aim to meet common international goals.

2. Possible challenges:
   ■ opposing views leading to clashes and conflicts
   ■ loss of political and economic power as it is shared with other countries
   ■ inequality of progression between the member countries.

3. To speed up economic growth, social progress and cultural development as this will effectively increase trade, raise people's living standards and promote co-operation.

4. Other groups include: African Union, European Union, North American Free Trade Agreement.

CHECK YOUR UNDERSTANDING

1. An MGO is a multi-governmental organisation which involves countries joining together to achieve particular economic, social, political and environmental goals.

2. ■ for political stability
   ■ to create alliances
   ■ for free movement of goods and services (trade), people and money (single market); this could lead to economic growth
   ■ for unity on meeting international goals.

3. The main events include:
   ■ the creation of the European Coal and Steel Community (1950)
   ■ the Treaty of Rome which led to the creation of the European Economic Community (EEC) (1957)
   ■ citizens' ability to vote for who is in the European Parliament (1970s)
   ■ the Single European Act (1980s)
   ■ Berlin Wall falls (1980s)
   ■ freedom of movement (1990s)
   ■ creation of the Euro (2000s)
   ■ Nobel Peace Prize (2010s).

E2: THE CONSEQUENCES OF MGOs

LET'S GET THINKING

1. The EAC has been formed in order to become one regional power for social, economic and political growth.

2. It will allow free trade of national goods, whereas international goods will require a payment of tariffs. This will enable national businesses to grow and economic growth will be concentrated within the borders.

3. ■ international trade
   ■ greater representation on the global market
   ■ better relations as countries could become more stable and businesses could be attracted.

4. ■ restricted trade
   ■ emigration and loss of people to the EAF
   ■ concentrated development.

CHECK YOUR UNDERSTANDING

1. ■ They allow freedom of movement, which will encourage free trade between countries and low/no tariffs.
   ■ Freedom of movement for people will allow skilled people who will contribute to the economy to migrate between member countries.
   ■ Spread of businesses and increasing their market share will increase economic growth.

2. ■ They will have freedom to move to another MGO country for opportunities.
   ■ Travel for leisure will occur easily.
   ■ Jobs will be created as new businesses locate in different member states.
   ■ MGO laws could protect individuals when their own country cannot.

3. Students could discuss the following points:
   ■ loss of political power and sovereignty
   ■ diminishes relations with other countries outside the MGO
   ■ national laws may lack validity if the MGO law overrules
   ■ loss of people and businesses as they relocate to other MGO countries
   ■ loss of national cultures and identities.

   Joining an MGO may not lead to economic development as countries usually have to pay a substantial amount of money towards the MGO. Less-developed MGO nation states may benefit from economic development, but more developed MGO nation states might suffer.

E3: THE PROS AND CONS OF MGOs

LET'S GET THINKING

1. The USA and Canada can trade their goods easily with reduced tariffs, therefore saving money.

2. Mexico may suffer as it will have to pay tariffs to trade with NAFTA and form weak relations with USA and Canada. Freedom of movement will also be restricted.

3. ■ less distance to export and import goods and services
   ■ cheaper tariffs
   ■ less environmental impact due to less travel
   ■ faster and more efficient trade movement.

CHECK YOUR UNDERSTANDING

1. ■ The spread of ideas, people, goods and services has occurred at a much faster rate.
   ■ Businesses have spread rapidly.
   ■ Different cultures have come together to unite as an MGO.

2. Global trade might be restricted as countries prefer to trade within the MGOs in order to benefit from reduced or no tariffs.

3. Member states must abide by the MGO rules and laws. There could be a centralised government that overrides a national government.

4. Students should use the table in the section and could also include the following:

   Arguments for:
   ■ appreciation of different cultures and spread of languages
   ■ more likely to achieve international target such as climate change targets.

   Arguments against:
   ■ more developed MGO member states may have to sacrifice more money than developing MGO member states
   ■ cultural clashes if member states have different opinions, values and beliefs.

EXAM PRACTICE

SOURCE A

1. **A** a country which is growing because of industrialisation
   (1 mark)

2. **C** more people are living longer
   (1 mark)

3. Students identify two differences between long-term and emergency aid. For example:
    ■ Long-term aid lasts a long time, while emergency aid lasts a short time.
    ■ Emergency aid could be medical supplies, while long-term aid could be provision of a healthcare worker (e.g. doctor).
    (2 marks)

4. Students suggest one reason. Examples:
    ■ Development could provide education which will allow literacy rates and skills to improve, allowing people to enter higher-skilled jobs and earn more money.
    ■ Better healthcare facilities could lead to better treatment and medical care, which will increase an individual's life expectancy.
    (2 marks)

5. Students outline two pull factors, which may include: better job opportunities; better access to services such as healthcare and housing.
    (2 marks)

6. Fair trade focuses on sustainable development whereby the people, the economy and the environment are protected.

    Through these programmes, indigenous people are able to improve their lives through long-term aid aimed at their livelihoods (primary industries). It helps them to access better services at a local level.
    (3 marks)

7. Students could choose two of the following points and explain them:
    ■ long-term development aid has been provided to help support education, healthcare and other basic needs
    ■ UNICEF have helped with child survival and development
    ■ life expectancy increasing and child mortality decreasing
    ■ more jobs.
    (4 marks)

8. Students could choose two of the following points and explain them:
    ■ Child mortality rates are high, which means fewer children surviving into adulthood.
    ■ High levels of poverty will put pressure on provision of services.
    ■ Lack of basic needs will restrict further development.
    (4 marks)

9. Supporting views:
    ■ Local people will feel motivated if they know the development will positively affect them.

■ Local businesses can flourish and encourage entrepreneurship and business growth.
■ Local investors will invest in development projects if it benefits locals.

Opposing views:
■ Development usually requires investment from overseas as local areas lack funds for development projects.
■ Most larger businesses are foreign-based and these are required in order to provide a huge amount of jobs and a higher proportion of GDP.
■ Local governments may develop particular local areas yet struggle to develop and help all areas of society.
(9 marks)

SOURCE B

1. **A** a pressure group
    (1 mark)

2. **B** ensuring they minimise any harm to the environment
    (1 mark)

3. Students could choose the following targets and explain them:
    ■ to donate unsold clothes to charities to ensure that people who struggle to afford clothing can access such basic needs
    ■ to take part in fair trade practices to ensure that those involved in the production were paid a fair price and treated respectfully.
    (4 marks)

4. It will give them an indication of how they reduced their carbon footprint and areas in which they can go further. For example: improving waste management.
    (2 marks)

5. ■ less waste going into landfill
    ■ less production of these products that emitted harmful gases in the process
    ■ less likelihood of natural areas being destroyed such as oceans.
    (3 marks)

6. Students could choose two of the following points and explain them:
    ■ spreading widespread awareness amongst the community
    ■ involving the community could increase sales
    ■ citizens could be knowledgeable on how to become more sustainable.

    For example: Spreading widespread awareness among the community, which will inform people on how to be sustainable so that they can make the necessary everyday changes in their lives.
    (4 marks)

7. Supporting views:
   - Being sustainable is the ethical decision, which could attract more customers.
   - Products may be a better quality if they were produced in a sustainable way.
   - Being sustainable is a new trend, therefore it is crucial in order to keep up with current market place.

   Opposing views:
   - Being sustainable can sometimes be costly and companies are trying to cut costs.
   - Companies require particular goods and services that may cause harm to the environment.
   - It is too difficult and demanding for companies to be sustainable.

   (9 marks)

SOURCE C

1. **C** nuclear energy
   (1 mark)

2. **D** the oceans, atmosphere, forests and outer space
   (1 mark)

3. - soil erosion
   - increased carbon dioxide in the atmosphere.
   (2 marks)

4. To increase global participation in tackling issues such as poverty and developing sustainably into the future.
   (2 marks)

5. Any three of the 17 goals can be given here, such as:
   - no poverty
   - no hunger
   - good health and well-being.
   (3 marks)

6. Students could choose two of the following and explain how it links to SDG targets:
   - using less fuel produces less smoke
   - cooks food faster
   - improving health due to less smoke
   - affordable for lower-income families.
   (4 marks)

7. Supporting points:
   - 17 goals is a lot of goals to try and meet
   - many countries find it difficult understanding the complicated language and sub-targets
   - there are a lot of categories and countries cannot meet the demands of all goals, especially if they are developing countries.

Opposing arguments:
   - Countries receive help and support from UN organisations and other countries in order to achieve the goals.
   - The goals are created specifically to focus on specific areas, therefore they are clear and concise.
   - The goals are achievable if the government takes appropriate action.

   (9 marks)

SOURCE D

1. **B** countries can trade without paying any taxes
   (1 mark)

2. **C** countries in the region have growing economies
   (1 mark)

3. Any two of the following: Japan, South Korea, Australia, New Zealand and China.
   (2 marks)

4. - to retain power and sovereignty
   - to protect local and national businesses
   - to keep strong relations with other countries other than the MGO.
   (3 marks)

5. Students could choose two of the following points and explain them:
   - free movement of goods and services
   - free movement of people
   - free trade and low tariffs
   - centralised government
   - great cohesion.
   (4 marks)

6. Students could choose two of the following points and explain them:
   - Free trade will encourage freer movement of goods between the countries.
   - Low or no tariffs ensures that countries trading will benefit from cost savings.
   - Specialisation in goods will allow countries to save time and costs by producing goods they are good at rather than trying to produce everything.
   - The variety of goods available will give consumers more choice.
   - A closer relationship will create alliances between countries.
   (4 marks)

7. Supporting arguments:
   - encourages business growth
   - allows people to migrate and fill jobs

- encourages investment, especially from private businesses
- free trade reduces tariffs, cutting costs and increasing sales.

Opposing arguments:

- economic development may be uneven in the MGO and some countries might even slow down their development
- outside businesses may take more dominance in a country and local businesses will suffer
- loss of political power may result in unsuitable development strategies for a country.

(9 marks)

SYNOPTIC ASSESSMENT

1. - to maintain global peace
   - to develop friendly relations among nations
   - to help nations work together
   - to meet goals and targets to meet sustainable development
   - to respect each other's rights and freedoms.

   (5 marks)

2. Supporting arguments:
   - Sustainability protects the economy, environment and the people, therefore it is more effective than just economic growth.
   - Sustainability will last into the future, whereas economic growth can be unregulated and short term.
   - Economic growth should be combined with protecting the environment, such as investing in renewable energies and the circular economy.
   - Economic growth should be combined with protecting local people as supporting the local people and their business will lead to sustainable economic growth.
   - Sustainability is crucial for the survival of the planet and the functions of society.
   - Economic growth can cause great damage to our global commons and could eventually lead to complete devastation.

   Opposing arguments:
   - Economic growth is crucial for economic development.
   - Economic growth is difficult to achieve if sustainable practices have to be continuously met.
   - Economic growth will help improve economies and allow services such as healthcare and education to grow.

- Infrastructural developments will occur when economic growth does, which will improve the overall development of an area and improve the lives of people.
- Being sustainable is only appropriate for developed countries who can afford to make sacrifices in their economic growth model.
- If sustainability had been promoted in the past, we would never be as developed as we are today.

   (15 marks)

3. - brain drain/brain gain
   - multiculturalism and diversity and clash of cultures
   - new skills and expertise/loss of jobs for locals
   - contribution to economy/remittances

   (5 marks)

4. Supporting arguments:
   - Non-governmental aid is a voluntary donation and can involve volunteers coming to help other communities. For example: building schools, providing medical care, teaching.
   - Long-term aid in the form of building infrastructural projects can improve the urban development of a country, increasing economic growth and development. For example, building roads will allow trade routes to be accessed more easily allowing more sales of goods and services.
   - Providing emergency and short-term aid could save lives and allow members of the population to survive into adulthood, becoming economically active in the country.

   Opposing arguments:
   - Aid can make countries dependent on other countries and they will then fail to develop independently.
   - Lots of aid is tied and will require repayment to other countries or organisations, which could lead to more debt. The country will then have less money for development.
   - Improving trade relations (fair trade) will be better for development to encourage people to access well-skilled jobs and generate more income for themselves.

   (15 marks)

THEME 3: ANSWERS

A1: WHOSE CULTURE?

LET'S GET THINKING

1. Similar facilities and services such as cafés, restaurants, shops, toilets, information desk, escalators, lifts.

2. Market place; smaller, more local or independent shops; limited goods on sale; perhaps more food-based.

3. Rapid development/globalisation, with the increase in global trade; overseas businesses set up; urbanisation.

CHECK YOUR UNDERSTANDING

1. The spread of culture (food, music, traditions, etc.) around the world at a rapid pace.

2. Student answers may vary. Examples:
   - fast food chains
   - media consumption, such as Netflix® and social media sites
   - fashion, such as the latest trends
   - music scenes with most dominant artists.

3. ■ improved travel allowing people to travel more freely around the world
   - technology, such as the rise of social media and increasing connectiveness of global cultures
   - migration patterns that have been occurring for centuries have allowed cultures to spread.

4. Yes, it will:
   - growing adoption of cultures other than our own (e.g. western culture)
   - loss of local culture and identity and community break-up; processes such as the demonstration effect.

   No it won't:
   - we have increasing awareness of global cultures, yet still retain our own as we celebrate our individual cultures
   - traditional cultural bonds and connectiveness remain strong despite growing global cultures.

A2: PROTECTING CULTURES

LET'S GET THINKING

1. European countries brought and imposed their way of life (culture), therefore threatening Ghana's.

2. The television and radio stations promote and play programmes that express Ghanaian culture, such as using the local language, using Ghanaian storylines and celebrating national identity.

3. Local people might choose and prefer to watch American TV shows and movies as they are cheaper. This will make viewer numbers lower for Ghanaian media and they could be removed.

4. Yes, it is:
   - It can be broadcast to all households easily and quickly.
   - People are able to constantly consume the media and will be influenced by what they watch and listen to everyday.
   - It can be used for censorship. If all media is owned by the government, it can control the information that is broadcast to citizens.

   No, it is not:
   - Holding community events is a much better way to express a country's culture as it brings people together to celebrate their culture.
   - The media is not a powerful platform if citizens know that the media is corrupt or broadcasts false or biased information; they may be reluctant to watch, listen to or read the media.

CHECK YOUR UNDERSTANDING

1. ■ to preserve their historical identities
   - to ensure their culture is maintained into the future
   - nationalism and sense of pride
   - to protect institutions
   - to preserve heritage.

2. Answers may include:
   - international businesses, such as Google® Paris Office
   - international trade/global products found in France
   - it is part of the European Union (EU)
   - global fashion
   - diverse foods and presence of fast-food chains.

3. Yes:
   - Many dictators want to protect the national identity and have a strong sense of nationalism in everyday life.
   - High levels of censorship are common.
   - Outside influences are restricted (migration, global business, tourists).

   No:
   - Resistance to cultural change can be found in many political systems including democracies.
   - Many conservatists are keen to resist cultural change and protect the culture of the country.

4. Yes. This is so that they can meet customer needs and demands in countries all around the world. For example, clothing lines will adapt their clothing styles to suit particular cultures.

   [Students can then provide examples found during their own research.]

A3: NATIONAL CULTURE AND ECONOMIC DEVELOPMENT

LET'S GET THINKING

1. To seek better and higher-skilled job opportunities, leading to a better quality of life.

2. 'Brain drain' and a decreasing number of people who are economically active within the area, which is the main contributor to the city's economic development.

3. Their skills can be used to fill jobs where they can earn an income and pay tax. Tax money is then used to develop society. Their income could also be spent within the local economy.

4. It would have collapsed, leading to loss of jobs, incomes and potentially a loss of culture.

5. More tourists will be keen to visit who will spend their money in the area; selling goods will generate income to use for development.

CHECK YOUR UNDERSTANDING

1. Cultural identity is when your identity is built and based on particular values, traditions, beliefs and practices.

2. By using skills to produce and create cultural goods and provide cultural services, these can be commodified to generate income.

3.
   - people have become educated and gained skills
   - new businesses opportunities
   - booming tourism industry
   - variety of cultural events.

4. Students can create in class using ICT. It should involve the following features:
   - accommodation: where can people stay?
   - attractions: natural and built attractions to visit
   - food and catering: restaurants, cafés, etc.
   - transport: how to get around
   - events: what's on.

B1: THE GROWTH OF MIGRATION

LET'S GET THINKING

1. Civil war, economic crisis, food shortages, lack of access to healthcare and education.

2. Safe place, shelter, access to healthcare, education, jobs.

3. Student answers may vary. Examples:
   - sleeping on the streets
   - scavenging/begging for food
   - informal job to earn money
   - struggle to keep safe.

4.
   - economic loss
   - community breakdown
   - derelict sites.

CHECK YOUR UNDERSTANDING

1.
   - The number of international migrants has almost doubled (people leaving for economic, social, environmental or political reasons).
   - The number of refugees and internally displaced persons has almost doubled (due to more internal conflicts).
   - Most migrants are going to Oceania – more/better job opportunities; it is sparsely populated so more attractive to migrants due to the likelihoods of better access to education, jobs and housing.
   - UAE remained the same with highest number of immigrants. Might be due to tax-free lifestyle, need for workers to develop quickly, and fill service jobs.
   - Remittances increased drastically as more people moved abroad and sent money back home.

2. People receiving the money will be able to send their children to school. They will gain an education and skills to eventually contribute to the local economy. They will also have more disposable income, which will be spent within the local economy.

3. The UAE is tax-free, meaning people will keep more of the money they earn; large numbers of workers are required (e.g. hospitality and catering, construction as it develops rapidly); need for skilled, foreign workers as locals are small in number.

4. There have been more internal conflicts in recent years, and an increasing number of natural disasters (linked to climate change).

5. ■ discrimination/racism
   ■ unable to find a place to live or work
   ■ difficulty integrating into new community (e.g. language barriers, cultural differences).

B2: INDIVIDUAL AND COMMUNITY IDENTITIES

LET'S GET THINKING

1. Religion; views and opinions; dress code; physical abilities; family life.

2. Gender; opinions; age; family.

3. Students could discuss their age, gender, religion and ethnicity together. It doesn't matter where you live; you can have shared common interests, such as writing, creating art or producing videos, with people from all over the world, interacting through communications technology like social media.

CHECK YOUR UNDERSTANDING

1. Students should make this activity specific to their own identity.

2. As we surround ourselves with different people, we might be influenced by them and our identities could be changed. As we travel and have new experiences, we might become more open to new ways of doing things or seeing the world differently. As we get older, we mature and change and features of our identities start to change.

3. Its shared similarities and interests, values, beliefs, customs and values.

4. To feel welcomed and safe; to interact with those similar to themselves; to meet new people and build connections.

5. If we divide each of the features of our identities up, we belong to multiple communities. For example, if your gender is female, you are part of the female community. Your religion might be Muslim, therefore you are also part of the Islamic community.

6. Examples of answers for the charter may include:
   ■ respect each other's values and opinions
   ■ listen when a member of the class is speaking
   ■ show kindness
   ■ lend a helping hand.

B3: MIGRATION, IDENTITY AND DIVERSITY

LET'S GET THINKING

1. USA.

2. It has a better quality of life; more opportunities (e.g. for work, education, training, healthcare, democracy); it is a global superpower.

3. India.

4. Overpopulation; lack of jobs and basic services; high levels of poverty and inequality.

5. a. Example: Thailand. It is a developing country, therefore there are fewer job opportunities and a poorer quality of life compared to developed countries.

   b. Example: Turkey. It is an emerging economy, therefore the quality of life is improving. It also has an attractive climate and a mix of Middle-Eastern and European culture, making it quite culturally diverse and open.

CHECK YOUR UNDERSTANDING

1. a. Positives: job opportunities; place to live; adoption of new languages; new skills; strong community presence.

      Negatives: could face discrimination; feel marginalised; struggle to find high-paying job and access good-quality housing.

   b. Positives: increased diversity and new foods, music, clothing, etc.; celebration of festivals and events; increased tolerance and respect.

      Negatives: pressure on services and resources; difficulty in finding jobs; community clash and rising hostility; loss of national business to new foreign business.

2. Have a community centre that organises group meet-ups and events; have education programmes to learn about the national citizenship and language.

3. You can find people with similar identities online or through events in order to increase your social connections with others.

4. Some identities might conflict with one another. Therefore, some features of our identities take more prominence than others (e.g. religion might restrict some features of our identities, like marriage practices).

5. Increased mixing of cultural groups and willingness to integrate with others; dual nationality.

C1: CONNECTING WITH GLOBAL EVENTS

LET'S GET THINKING

1. To give opportunities to athletes with disabilities so that they could also compete in world sporting events; for athletes with disabilities to be represented and treated with dignity and equality.

2. Yes: stereotypes have been removed on how disabled people are incapable of participating in sports and able to perform in a wide range of intense activities.

   No: the event does not get as much recognition as the Olympic Games, therefore it does not reach a wider audience. This means many people could still have misinformed attitudes towards disability.

3. To show that women can be represented in world sporting events; to challenge attitudes in autocratic countries, such as Iran, where women may not be represented; to help change attitudes towards disabled people and their abilities.

CHECK YOUR UNDERSTANDING

1. They act as a platform to raise awareness of global issues such as human rights; they can challenge attitudes and influence or change them.

2. Students may discuss the following:
   - encourage awareness of different issues that exist in society
   - help provide information on human rights
   - encourage young people to stand up for what is right in society
   - change attitudes to promote greater respect for different cultures.

3. Women should have all human rights and should not be discriminated against based on their gender.

4. People have increased their understanding of different cultures and are therefore more respectful and tolerant. Celebrations of different cultural events occur all around the world as people become more appreciative and multicultural.

5. Students will come up with their own marketing slogans. Example: '*The world deserves to be preserved*.' It can make people think ethically and sustainably and explain how the Earth is important for all life, today and for the future.

C2: BRINGING PEOPLE TOGETHER

LET'S GET THINKING

1. To show global support for the hard work and efforts that health workers were making during the COVID-19 pandemic.

2. Global recognition of healthcare workers and funds for those who were affected by COVID-19.

3. To capture more widespread attention and encourage more people to get involved.

4. To ensure people all around the world had access and to increase publicity.

5. The money raised could help supply medical equipment to those who need it; it could help provide long-term care or support for those affected by COVID-19; it could also help with medical research.

CHECK YOUR UNDERSTANDING

1. **a.** People within the country come together to celebrate cultural events such as parades and festivals. People from similar or different backgrounds celebrate together.

   b. International activities are celebrated by all cultures around the world and people share mutual respect for the celebrated culture.

2. Religious festivals; New Year celebrations; national days/independence days.

3. Students should include three or four examples of their traditions, beliefs and festivals, with images included.

C3: EXPLORING CULTURES

LET'S GET THINKING

1. Skills to build infrastructural developments (i.e. schools).

2. Local families made money from the volunteers staying with them; their buildings and resources were being rebuilt after the earthquake without additional costs, thanks to the volunteers; the school the volunteers are building is a new resource that can help to improve Nepalese children's education.

3. Cultural beliefs and values spread by word of mouth; eating local foods improves knowledge of traditional ways of life.

4.
   - labour skills they might not have acquired in their home countries
   - increased awareness of Nepalese culture
   - valuable memories
   - goodwill and conscience/moral responsibility.

CHECK YOUR UNDERSTANDING

1. Working with many different people from different backgrounds; building up cultural awareness and understanding; increased confidence; new skills.

2. Local families will involve you in their everyday way of life and provide you with the full experience of living in that culture. Going on holiday and staying in a hotel will mean fewer opportunities to interact with locals and less likelihood of gaining awareness of and understanding of their culture.

3. Example:

   French student: 'What are your top three things to do in Burkina Faso?'

   Burkino Faso student: 'Going to the beach, fishing and listening to music. What are your top three things to do in France?'

   French student: 'Going out with my friends, drinking coffee and going to the park.'

   These students benefit as they can compare their way of life and how their cultures/lifestyles have similarities but also differences.

4. To know where they originate from; to feel culturally connected to their 'homeland'.

5. Visitors:
   ■ can bring their new cultural knowledge home and spread awareness
   ■ can learn new life skills they would not get from a regular leisure holiday.

   Native people:
   ■ increased income and economic development if more tourists continue to come
   ■ may be encouraged to travel and visit other countries, as they are eager to learn more about other cultures like their visitors'.

C4: HOW ARE POPULATIONS CHANGING?

LET'S GET THINKING

1. They have rapidly increased in Mexico, Hungary, England, Canada, Spain. In the US especially they have increased from below 50 per cent to above 65 per cent. They have grown 10 to 20 per cent more also in France, Italy, Switzerland and Korea.

2. Only developed and emerging countries are included in rising obesity rates. Korea, Spain and England have seen a slight fall, perhaps due to trying to change to healthier lifestyles.

3. The country with the greatest increase based on available data is the USA. The USA and Mexico are also the countries with the highest levels of obesity. Countries where obesity is decreasing: Korea, Spain, England.

4. Around 23 per cent. This might be due to increased incomes, leading to rising consumption, and inactive lifestyles due to increased media consumption.

5. Rising obesity rates have had a negative impact on healthcare services and created pressure to provide appropriate care for obese people. There are also mental health implications of depression due to poor lifestyles and health.

6. We could reduce consumption rates; get more active and take daily exercise; follow a healthy diet plan and stop eating processed foods.

CHECK YOUR UNDERSTANDING

1. Student answers may vary. Examples: McDonald's®, Burger King®, KFC®, Applebees®, Five Guys®, Dominoe's®, Papa John's®.

   McDonald's, Burger King and KFC were all open 70 years ago.

2. ■ increased number of fast-food chains that are cheap and save people cooking time
   ■ busy lifestyles that need food on the go
   ■ greater availability of fast food
   ■ less active jobs that may lead to overeating.

3. Yes, as people can afford to buy more food, therefore they have a higher calorie intake, increasing obesity levels.

   No, as many obese people have low incomes, yet fast food and unhealthy food is cheaper to buy.

4. It has increased.

5. Positives:
   ■ strong family ties and structures
   ■ knowledgeable and interesting members of the population
   ■ sometimes elderly volunteer and contribute massively to society.

   Negatives:
   ■ pressure on accommodation to house elderly people
   ■ pressure on economically active to provide income for elderly
   ■ pressure on healthcare facilities to cope with sick elderly people.

6. Students could have included a very narrow base to show a low birth rate with a top-heavy elderly population.

D1: THE SPREAD OF LANGUAGES

LET'S GET THINKING

1. ■ to be able to communicate and learn effectively at university
   ■ to open up job opportunities
   ■ to work overseas
   ■ to teach multicultural children.

2. To communicate with the locals and have more opportunities to practise the language in daily life.

3. To prepare students to communicate with one of the biggest superpowers in the world.

4. Pronunciation; writing of symbols.

CHECK YOUR UNDERSTANDING

1. Due to mass colonisation of countries across the world by European countries, such as Portugal, Spain and England.

2. ■ **Spanish:** Mexico, Puerto Rico, Argentina, Bolivia, Chile, Colombia, Costa Rica, Cuba, Dominican Republic, Equatorial Guinea, Ecuador, El Salvador, Guatemala, Honduras, Nicaragua, Panama, Paraguay, Peru, Spain, Uruguay, Venezuela, Andorra, Gibraltar, Morocco, Philippines.
   ■ **French:** France, Belgium, Luxembourg, Monaco, Switzerland, Algeria, Benin, Burkina Faso, Burundi, Cameroon, Central African Republic, Chad, Comoros, Congo, Ivory Coast, Djibouti, Equatorial Guinea, Gabon, Guinea, Madagascar, Mali, Mauritius, Morocco, Niger, Reunion, Rwanda, Senegal, Seychelles, Togo, Tunisia, Canada, French Guiana, Guadeloupe, Haiti, Martinique, French Polynesia, New Caledonia, Vanuatu.
   ■ **Portuguese**: Portugal, Angola, Brazil, Cape Verde, Equatorial Guinea, Mozambique, Guinea Bissau, Macau, Sao Tome and Principe, Timor Leste.
   ■ **English:** United Kingdom, Ireland, Gibraltar, Malta, Cyprus, Botswana, Cameroon, The Gambia, Ghana, Kenya, Lesotho, Liberia, Malawi, Mauritius, Naminia, Nigeria, Rwanda, Saint Helena, Seychelles, Sierra Leone, South Africa, Swaziland, Uganda, Zambia, Zimbabwe, Canada, USA, Guyana, Belize, many Caribbean islands, Brunei, India, Pakistan, Philippines, Singapore, Sri Lanka, Australia and 60 Pacific islands.

3. Both of these countries have taken a more dominant place on the global market and within global governance. As more interactions will be occurring with these countries and opportunities will arise to work with them, more people are learning to speak the language in order to liaise.

4. Internet and social media, pop culture, global governance and international businesses usually use English as their spoken first language. As more English-speaking companies, people and leaders dominate on a global level, people learn English in order to get a better understanding of how the world operates.

5. These are basic phrases that are needed in order to hold a basic conversation or find out important information if you are in an English-speaking country, e.g. 'Hello how are you?'; 'Can you tell me where the bathroom is?'

D2: THE ROLE OF COMMUNICATIONS TECHNOLOGY IN A SHRINKING WORLD

LET'S GET THINKING

1. USA, Canada, Chile, Argentina, European countries, Russia, Middle East, Australia/New Zealand, Japan, Malaysia.

2. More opportunities to access technology/electronic devices that connect to the Internet; better connectivity and network infrastructure (e.g. Wi-Fi^{TM} access); more affordable to have or use the Internet.

3. Central Africa, Sub-Saharan Africa (e.g. Kenya, Chad), Democratic Republic of Congo, Pakistan, Afghanistan, Mongolia.

4. Fewer opportunities to access technology/electronic devices that connect to the Internet; poor connectivity and network infrastructure (e.g. Wi-Fi access); higher poverty rates so people cannot afford to have or use the Internet; government restrictions on Internet access.

5. China and India have a lower percentage of the population online due to the high levels of poverty that still exist. Rural China lacks Internet connectivity and so people will not have access to the Internet. India is a similar case, with a high percentage of urban poor living in shanty towns with a lack of Internet access.

   China and India have the highest number of users in the world due to their larger populations compared to other countries and their high percentage of smartphone ownership.

CHECK YOUR UNDERSTANDING

1. As the world becomes more connected and information can spread faster, the world appears to have become a much smaller place.

2. It has enabled the spread of information. It means we don't have to travel long distances anymore in order to do certain tasks.

3. Student answers will vary. Example: Instagram®. The most prominent language is [answer will be based on students' own environment].

4. More colloquial language is used; less focus on grammar and fully formed words and sentences (shorthand); acronyms are used more often (e.g. LOL for 'laugh out loud'); use of emojis and pictures instead of words.

5. Positives: Ability to learn new languages due to new exposure to Internet apps (e.g. Duolingo®); online campaigns can create a global presence.

   Negatives: Physical health can be negatively affected if too much time is spent using the Internet (e.g. headaches, neck/back pain, carpel tunnel syndrome); the poor, elderly or people who are not proficient in using the Internet are excluded.

6. Student answers will vary. Examples: tourism sites, popular culture stars, celebration of cultural festivals on a global scale through advertising.

D3: THE CHANGING PATTERN OF TRAVEL

LET'S GET THINKING

1. Airfares have decreased since 1955.

2. Flight times have decreased since 1955.

3. Increased air travel as many people have higher incomes and are willing to pay money to travel more quickly and efficiently. More people can afford it as it is now cheaper.

4. Less regulation – governments lost the power to control the price of airfares. Also, increased competition has led to airlines offering cheaper flights and an increase in the number of budget airlines. Fuel is cheaper, aircraft are larger and so can carry more passengers per flight. People have higher incomes so more people are choosing to fly, which means airlines can offer a wider variety of tickets/flights.

5. Improved mechanical/technical design and development of planes to become more efficient.

CHECK YOUR UNDERSTANDING

1. More efficient and increased number of airports; people's incomes have risen and they can afford to travel; increase in number of special deals/prices on airlines; increased methods of transport; easy to buy tickets.

2. Leisure, adventure, business, visiting family and friends, medical reasons, migration, education.

3. Businesses can expand as workers can set up in different countries and move freely between different bases. Owners and managers can run international businesses and visit more regularly for business meetings.

4. ■ Tourists learn about new cultures when they arrive in places and buy souvenirs. They then bring physical objects and experiences of the culture back with them and spread awareness to others.

   ■ Locals may adopt the culture of tourists.

   ■ Traditional cultures might be lost as tourism commodifies that culture and locals might adopt outsider cultures.

5. Student answers may vary. Example: India to Dubai (3–4 hours); Bus (1 hour). Students can choose between air, water and land transport.

6. ■ Reduce the number of travellers, due to fear of catching or spreading the virus.

   ■ Many tourism industries will close due to economic collapse (airlines, airports, hotels, travel agents, etc.)

   ■ Or there could be increased travel, due to the release of restrictions and people's desire to travel again, see family, go abroad for new job opportunities, etc.

E1: WEALTH AND POVERTY IN EMERGING ECONOMIES

LET'S GET THINKING

1. ■ Better healthcare: improved medicines, treatments, increased life expectancy and reduced infant mortality.

   ■ Better education: leads to more educated and skilled people in the workforce.

   ■ Improved public services and a stronger economy.

2. More disposable income to buy goods they enjoy; better houses and opportunity for their children to attend good schools; better services; improved infrastructure; improved healthcare.

3. Increased trade of goods and services and movement of people, leading to business growth.

4. ■ daily needs – and more – are met

   ■ people have more money/disposable income to enjoy leisure activities and buy non-essential items

   ■ live in or own a nicer home.

5. ■ rising population putting pressure on services and resources

   ■ slum developments in city centres due to unequal access to services

   ■ rising inequality and gap between the rich and poor

   ■ flawed governance.

CHECK YOUR UNDERSTANDING

1. Economies have grown due to increased production, trade, business growth, innovation, which has increased the GDP of a country. This has allowed people to access better education facilities and have the opportunity for better jobs, which improves their skill base and increases their incomes.

2. Increased government spending in education services → More people have access to better education → Population becomes more skilled and enters higher-paid jobs → Higher income will improve a person's quality of life due to being able to afford better housing and having increased access to healthcare and more opportunities.

3. ■ threaten the global economic power of the G7
   ■ become the key trading centres in the world
   ■ have an increasing share of the global market place.

4. ■ to promote equality and equal opportunities
   ■ to reduce social gaps within communities
   ■ to ensure poverty rates do not increase.

5. ■ protect the community by improving access to services for all citizens, to give everyone equal opportunities to improve their lives
   ■ protect the environment by using renewable energy resources and effective waste management
   ■ control and manage the economy with good trade deals and investment opportunities for local and international business.

E2: EMERGING ECONOMIES: WHAT'S CHANGING

LET'S GET THINKING

1. Asia

2. ■ it is a main trading hub
   ■ it has a lot of large-scale manufacturing
   ■ new international businesses are setting up and operating in the continent
   ■ all these have improved incomes and therefore the quality of life for some people.

3. ■ to meet their growing demands and needs
   ■ to keep up with their increased consumption patterns.

4. Positives: Improved lifestyles, increased skills, new jobs leading to higher incomes, new ideas leading to new businesses and opportunities.

   Negatives: Demand on services and pressure on government, changing lifestyles, loss of culture, increased waste and pollution, unsustainable practices.

CHECK YOUR UNDERSTANDING

1. ■ variety of food products
   ■ accessories such as jewellery, bags, sunglasses, scarves
   ■ books, toys, make-up, beauty products
   ■ branded fashion items
   ■ technology such as phones, televisions, tablets
   ■ personal vehicles such as cars.

2. ■ improve their education levels in order to achieve a higher-paid job
   ■ more income could improve access to medical treatment
   ■ more disposable income to buy products to make everyday life easier
   ■ purchasing vehicles to help do everyday activities more efficiently and quickly
   ■ using technology like smartphones and laptops to increase their connectivity.

3. People can appreciate different cuisines from around the world. By trying different foods, people might be encouraged to travel to that region to learn even more about that culture.

4. ■ local farmers could go out of business as demand for their crops decreases
   ■ loss of local businesses and restaurants due to competition from foreign foods
   ■ new diets could be unhealthier than traditional diets and obesity could become a problem.

5. Positive:
   ■ increased communication and connectivity within the local, national and international community
   ■ opportunity to start a business and capture more attention by using social media
   ■ watching and listening to global news, shows, music, etc. can lead to an increased appreciation and respect for global cultures.

   Negative:
   ■ loss of traditional communication within the community
   ■ people might become obsessive about using the media and their everyday lives and interactions could be impacted negatively
   ■ loss of traditional culture as new global cultures have more prominence in people's everyday lives.

6. Student answers may vary. Example: Mercedes® – Headquarters: Germany. Emerging markets: Brazil, Mexico, India. Provides vehicles.

E3: A NEW IDENTITY?

LET'S GET THINKING

1. Due to advertising and promotion on social media capturing the attention of young people around the world. The music and aesthetics fits in well with global popular culture.

2. Changed their music tastes from traditional Indian music to more global sounds such as K-Pop. Loss of traditional clothing, as K-Pop style is adopted. Appreciation of Indian culture and South Korean culture and adopting both cultures alongside each other.

3. K-Pop tells stories of the struggles young teenagers face, especially those found within Asian cultures. They are therefore able to identify with them more, as well as enjoy their music.

4. Examples:
   - Historical architecture: Taj Mahal.
   - Medicine: advancements.
   - Languages: 28 languages, with Hindi and English being two of the most widely used. Many write in Devanagari script.
   - Religion: Hinduism and Buddhism, Islam, Christian, Sikh.
   - Food: large assortment of dishes with herbs and spices. Absence of beef due to religious beliefs.
   - Clothing: colourful silk saris worn by women and the dhoti by men.

CHECK YOUR UNDERSTANDING

1. People are adopting different elements of global cultures (e.g. foods, services, media) and changing or losing parts of their own local cultures.

2.
   - so that they become more aware of cultures around the world in order to appreciate and understand diversity
   - so that they grow up showing respect and tolerance for others who are different to them.

3.
   - loss of tradition and threat of complete extinction of local cultures
   - loss of local/national business as international businesses become more dominant
   - community break-up
   - clashes between the traditional and new cultures.

4. Student answers may vary. Example, Russia:
   - increased levels of migration has led to more cultural diversity and economic growth
   - promoting a multicultural identity by representing Islam alongside Russian Orthodox Christianity – 20 million Muslims are found in Russia (largest Muslim population in Europe).

5.
   - increased consumption has led to more waste, which is increasing waste going to landfill, being burnt and being dumped
   - increased ownership of cars, etc. has led to rising pollution levels and carbon emissions, increasing the impact on climate change
   - rising consumption of food such as palm oil products and meat has increased greenhouse gas emissions and deforested land.

6. Student answers may vary. Examples:
   - higher rates of pollution
   - impacts of climate change being seen – changing weather, drought, flood
   - conflict over scarce resources
   - less poverty, more people earning higher wages
   - less inequality (or more inequality).

EXAM PRACTICE

SOURCE A

1. **C** an art tour in Greece

   (1 mark)

2. **C** it helps to educate local people

   (1 mark)

3. Students identify one reason and suggest why it promotes tourism and national culture. Examples may include:
   - will encourage more visitors to see the culture
   - will preserve the national culture for a longer time
   - other businesses will open nearby to serve the new tourists.

   (2 marks)

4.
   - encouraging local people to use their skills by selling souvenirs
   - have cultural events celebrating the national culture
   - have tours educating tourists on the culture of that area.

   (3 marks)

5. Students should identify two ways and explain them:
   - improved infrastructure (buildings, roads, transport hubs, power supplies)
   - development of new services and industries: museums, restaurants, cafés, providing jobs and better services for locals
   - new accommodation developments.

   (4 marks)

6. Students identify two reasons and suggest why:
   - to include their representation in the community
   - to ensure local needs are meet
   - to provide jobs suited to local people's skills
   - to ensure community cohesion remains
   - to protect their natural environment
   - to protect their cultural heritage.

   (4 marks)

7. Supporting views:
   - the local people live in the area all year round, therefore development should protect their livelihoods
   - development should provide jobs for locals all year around
   - development should prevent environmental damage to their area
   - displacement should not occur to accommodate outsiders
   - development should protect the local people.

   Opposing views:
   - tourist developments will benefit locals by providing tourism-related jobs (hotels, cafés, tour guides, etc.)
   - development for tourism such as infrastructural development will benefit everyone
   - tourism development will have economic benefits (more jobs, more spending, multiplier effect leading to more development)
   - tourism development will have cultural benefits (locals can share their culture and make money from doing so).

   (9 marks)

SOURCE B

1. **B** UNHCR

   (1 mark)

2. **D** social

   (1 mark)

3. Students identify two reasons. For example:
   - job opportunities
   - better access to services (healthcare, education)
   - stable government (safety)
   - good climate.

   (2 marks)

4. Students identify one reason. For example:
   - having to embrace both source and host cultures
   - influenced by a range of cultures and adopting different elements of those.

   (2 marks)

5. - cross-community events
   - increased education
   - equal employment opportunities.

   (3 marks)

6. Students identify one reason. For example:
   - to integrate into society more easily
   - learn to speak the local language
   - to improve their quality of life
   - to meet their daily needs
   - to increase job opportunities.

   (4 marks)

7. Students identify two reasons and explain their points:
   - clash of cultures. local people vs foreigners
   - language barriers
   - a growing population putting pressure on resources and services
   - locals will feel they struggle getting jobs/housing etc.
   - changing local culture due to new arrivals.

   (4 marks)

8. Supporting arguments
   - integration will allow refugees to 'fit in' to their society
   - adopting the local language will allow refugees to communicate with locals
   - refugees should learn the local culture and citizenship rules in order to learn about the new community
   - refugees should ensure they respect and not offend the local culture if they integrate.

   Opposing arguments:
   - it is a human right to freely express elements of cultural identities and maintain them
   - refugees should not have to integrate but preserve their culture and promote multiculturalism
   - the local community should learn about the refugees' culture instead and allow them to live alongside them in peace.

   (9 marks)

SOURCE C

1. **D** children

   (1 mark)

2. **C** colonialism

   (1 mark)

3. Students choose one reason and explain it. Examples:
   - China has become a global superpower.
   - China is one of the biggest producers of goods.
   - China has a growing presence in political matters (United Nations).

   (2 marks)

4. Students suggest one reason. For example:
   - Disabled athletes are capable of competing in sports.
   - Changing mindsets of what disabled people can and cannot do.

   (2 marks)

5. - Using videos calls allows interactions to feel almost real.
   - Phones containing multiple social media apps allow constant communication.
   - Apps such as WhatsApp® can allow messages to be sent instantly.

   (4 marks)

6. Students identify two reasons and explain their points:
   - can help communication and find out where to go in an area
   - can help with basic interactions while in social situations (hotels, catering facilities, tours)
   - can help tourists learn about the local/national culture.

   (4 marks)

7. Supporting arguments:
   - speaking English can make everyday life easier due to most people being able to speak some level of it
   - learning other languages can be time-consuming
   - other languages can be difficult to learn, while having English can be beneficial for education/job security.

   Opposing arguments:
   - it is respectful to other cultures to take an interest in their language, especially when travelling to that country
   - learning a new language opens up more global opportunities
   - new languages help to improve social interactions and skills.

   (9 marks)

SOURCE D

1. **D** it has rapid industrialisation

   (1 mark)

2. **A** a country has increased its ability to produce goods

   (1 mark)

3. Students suggest one way. For example:
   - more exposure to popular culture, which is made up of many different cultures
   - more interactions with different cultures.

   (2 marks)

4. Students suggest two issues. For example:
   - loss of national culture and identity
   - changing mindsets that clash with existing national culture
   - loss of national/local businesses
   - increased consumption of goods and service from other cultures.

   (2 marks)

5. Students explain one possible solution. For example:

   Solution: Taxation

   Explanation: This will allow redistribution of wealth so less-wealthy people increase their incomes and improve their quality of lives to match those of higher incomes.

   (3 marks)

6. Students should choose two reasons and explain their points:
   - lack of education could lead to unskilled, low-paid jobs
   - poor healthcare could lead to lower life expectancy and a less-able workforce.

   (4 marks)

7. Students should suggest two ways and explain them:
   - provide grants and schemes for housing/education/ job opportunities
   - provide improved access to services
   - provide better healthcare
   - provide better education opportunities.

   (4 marks)

8. Supporting arguments:
   - Those in poverty can only aim to meet basic needs rather than enjoy mass consumption.
   - Wealthy people will have more disposable income to increase consumption of global foods and products while those in poverty will not be able to afford this.
   - Those in poverty are less likely to have access to ICT to gain exposure to other cultures.

   Opposing arguments:
   - Those living in poverty might be keen to 'fit in' and may invest in ICT such as mobile phones as it becomes more affordable.
   - Cultural globalisation affects all members of society as it influences businesses and media found within communities.
   - Wealthier people might be more interested in preserving national cultures through encouraging local business growth and may reject cultural change.

   (9 marks)

SYNOPTIC ASSESSMENT

1. Students should suggest some of the following main reasons and briefly explain them:
   - economic reasons (jobs, better wages)
   - social reasons (family reunification)
   - environmental reasons (better climate, to avoid climate change)
   - political reasons (escaping war, conflict, persecution).

   (5 marks)

2. Supporting arguments:
   - large-scale immigration causes economic problems for host country (pressure on resources and services such as education, housing, healthcare)
   - large-scale emigration causes economic problems for host country such as brain drain and less income generation for that country
   - cultural problems occur due to culture clashes, leading to higher crime rates or discrimination within host country
   - community break-up and loss of host culture as an increased immigrant population exerts their own cultures on housing, jobs, businesses and education
   - community break-up in source country due to loss of community members and family break-up.

   Opposing arguments:
   - immigrants bring new skills and fill jobs within host country that locals might not want to do
   - immigrants can help economic growth and development (brain gain)
   - the host country experiences multiculturalism and people celebrate diversity and appreciate different cultures
   - cultural communities integrate and create brand-new communities that work well together and respect one another
   - the source country benefits from remittances, which can help contribute to its own economic development.

   (15 marks)

3. Students should suggest some of the following main reasons and briefly explain them:
   - increased wealth
   - increased consumption
   - cultural change
   - job changes
   - new skills.

   (5 marks)

4. Supporting arguments:
   - emerging economies allow rapid growth for the entire country
   - increased global representation and power in business and trade
   - as economic growth occurs, it leads to economic development
   - development will improve the overall economy, which will provide increased job opportunities and new skilled jobs for the people
   - education facilities could improve, leading to a higher-skilled population
   - increased disposable incomes allows people to increase their consumption and have better quality of life
   - in every society there are social divides, therefore this will be no different in an emerging economy
   - it cannot be prevented.

   Opposing arguments:
   - the country should develop in a sustainable way to ensure all people benefit
   - egalitarian societies should be promoted so that local people in an emerging economy are given equal opportunities to improve their quality of life
   - everyone should have equal access to education and job opportunities as it is a basic human right
   - sustainable development should promote economic, social and environmental growth, and this is promoted in the United Nations, therefore emerging economies should ensure they are meeting the global criteria.

   (15 marks)

THEME 4: ANSWERS

A1: TECHNOLOGY AND THE DEVELOPING WORLD

LET'S GET THINKING

1. Most people in Sub-Saharan African have a mobile phone but smartphones are limited. South Africa has the highest ownership of smartphones while Uganda has the lowest. Senegal and Ghana have the highest ownership of mobile phones and Uganda has the highest percentage owning no mobile phone. Overall, 17 per cent in Sub-Saharan Africa have a smartphone, 64 per cent have a mobile phone and 19 per cent have no mobile phone at all.

2. The USA has 64 per cent ownership of smartphones compared to Sub-Saharan Africa having only 15 per cent. Sub-Saharan Africa has a much higher percentage of mobile phones that are not smartphones (65 per cent compared to 25 per cent in the USA) and also has a higher percentage of no mobile phone (17 per cent compared to 11 per cent in the USA).

3. **a.** access information more easily; stay in touch with the community

   b. allow families to keep in touch; easily send remittances home

   c. online banking to manage accounts; research and make investments

4. Access to a range of applications (increased communication); ability to access the Internet easily and find out information; enables economic activity (e.g. online banking apps).

5. Affordability/poverty; age (i.e. younger people are less likely to be able to afford one; the elderly might possibly struggle with new technology); gender (i.e. men might be more likely to own a smartphone).

CHECK YOUR UNDERSTANDING

1. ■ improves interactions and communication
   ■ allows trade to occur more easily through websites and apps
   ■ enables online investment and business growth
   ■ allows money to be sent home quickly and easily.

2. Buying and selling of goods is what helps generate income and allows businesses to grow. This is helped by using communication technologies as businesses can sell their goods and services online. Investment can also be made easier by researching a company beforehand. Banking matters can also be done through ICT (e.g. online banking apps).

3. Foreign businesses can use communications technologies to access website resources and carry out research to investigate another country to see if it could become a key market (or supplier) for their industry.

4. Students could include the following points for the activity:
   ■ improved relations
   ■ new skills (language and business)
   ■ entrepreneurship
   ■ remittances improves the quality of life for families.

5. People can 'leap forward' by using a mobile phone, rather than have to progress slowly in terms of skill set, jobs or overall development. Countries can leap forward in the development process by using ICT. Tasks that could have taken a very long time can now be done at a much faster rate. For example, those living in poverty in developing countries can 'jump' straight to using a mobile phone, rather than using a landline first like more developed countries have done.

A2: TECHNOLOGY AND BUSINESS DEVELOPMENT

LET'S GET THINKING

1. Mobile banking can help Ifeoma record her sales, analyse her financial progress and develop her business further. Advertising through social media and messages can also raise awareness of her business and increase the size of her customer base.

2. Customers can be frequently informed and updated about available goods and their costs. They can easily pay for goods through mobile banking. Customers can also provide direct feedback to help improve the business and make it better suited to their needs.

3. By taking photos of her goods, sending messages and using social media to promote her business.

4. Ifeoma's business has a good customer base and a steady income. Her business is functioning well with a good flow of money and goods being sold daily.

CHECK YOUR UNDERSTANDING

1. Students' mind maps can include the following information:
   ■ Buying and selling using mobile apps and online banking can lead to increased sales, rising incomes and improvement in development.

- Businesses can grow due to increased investment, more marketing and promotion, increasing customer base and generating more wealth.
- Governments can record and distribute tax more effectively and direct the money towards services that need developing.
- More jobs (and specialist skilled jobs) become available, which increases the size of the working population, who will contribute to the economy.

2. Students' answers may include the following:
   - isolation and exclusion from the community
   - inequality as those without mobile phones are left behind and stuck in a cycle of poverty
   - lack of skills in using technology or developing new skills (e.g. in education or business)
   - less free time due to time-consuming process of selling goods face to face or going to village banks.

3. Students' answers may include the following:
   - create and maintain connections with nearby farmers in order to work together and be more productive in sales
   - share expertise with other farmers, which will help increase yields for everyone, leading to more sales
   - using phones to buy and sell farming goods and services in order to generate income.

4. It can save time rather than having to walk long distances to get the bank or market place in order to buy and sell goods and products. It can also make sure people stay up to date with what is happening in urban areas and with local news.

5. Students' answers may include the following:
   - marketing and promotion: by using different social media platforms to advertise and promote the business, they can increase the size of the customer base and improve sales
   - have online banking to monitor sales and be able to analyse progress effectively
   - stay connected and remain aware of what other businesses are doing, in order to be competitive.

A3: TECHNOLOGY LINKS

LET'S GET THINKING

1. It is based in the USA. However, it recruits workers in South Korea to do most of the animation.

2. ICT, creativity, analysis skills.

3. AKOM provides people with jobs. They will then be taxed in their country but also spend their money within that country. Increasing their exports increases their GDP, contributing to economic growth.

4. They might face communication challenges due to cultural differences (i.e. misinterpret instructions or meaning; differences in opinions). There might be issues over the price of goods and sales.

5. Students' answers may include the following:
   - to help both Fox and AKOM communicate clearly with one another to ensure the job is done correctly and the finished product is completed well and fits the brief
   - to make sure elements of the job (i.e. cartoon creation) are able to be completed and then sent electronically.

CHECK YOUR UNDERSTANDING

1. Jobs and services are being spread around the world as companies locate in multiple regions and make use of international labour and goods.

2. ■ online systems to process information, rather than depending on paperwork
   - artificial intelligence allows quicker and more efficient trade due to tracking and translating languages to improve communication
   - job roles needed for trade can be easily recruited.

3. ■ by attracting online investment or investing in other companies, using search engines and using digital currencies
   - promotion and advertising of the business to help the business grow
   - new ICT businesses will improve infrastructure and increase connectivity further.

4. Call centres in emerging economies have access to a cheaper source of labour compared to ones located in developed countries, where workers expect higher pay. Improving infrastructure in developing countries allows the easy developments of call centres; lower land prices (compared to land value in developed countries) are attractive to build call centres on. It provides a large workforce willing to work longer hours, in poorer working conditions and for less money than those in developed countries.

5. Students may discuss the following:
   Positives:
   - new jobs for people
   - higher-skilled jobs, which will generate higher income
   - higher income will improve overall quality of life and could improve economic development of the country
   - cheaper costs for main international company opening the call centres, allowing them to make profit and enable economic development in both the host and source countries.

Negatives:

- long working hours with very few breaks and low salaries
- exploitation of workers
- loss of traditional jobs to make way for new ICT jobs
- interdependency as countries around the world depend on each other for supply of jobs, services and income, and if there were a collapse, it could have a knock-on effect.

6.
- it increases the chances of international hacking
- loss of control by governments
- glitches or bugs in the system could cause major disruption
- loss of national cultures as there is an increased spread of ideas, values, beliefs, etc.

A4: TECHNOLOGY AND INEQUALITY

LET'S GET THINKING

1.
- schools might not be able to afford to buy books in some areas
- poor connections to rural areas to transport books to the schools
- limited supply of books available in the area.

2. Mobile phones provide instant access to online, up-to-date books, rather than having to order individual books that might be older or less relevant. Huge range across many subjects can now be accessed. It is also a cheaper option overall.

3.
- to be able to complete everyday tasks (e.g. being able to buy products/read prices, medical notes, public notices, banking)
- to improve knowledge, understanding and skills needed to participate in society
- to learn new things and expand creativity.

4. If the population has high literacy rates, they will be able to work in higher-skilled jobs such as those found in the tertiary and quaternary sector. These jobs are higher paid and will improve the overall quality of life for a person. They will increase disposable income, which will be spent in the country, and higher taxes could be used to develop the overall society.

5. SDG 4: Quality education

SDG 8: Goods jobs and economic growth

SDG 10: Reduced inequalities

SDG 11: Sustainable cities and communities

CHECK YOUR UNDERSTANDING

1. Students could have the following ideas:

a. **Education:** Online learning through digital platforms such as e-books and education websites; online learning apps; online teaching and learning through live calls such as Zoom.

b. **Healthcare:** Healthcare apps suited to language needs to help diagnose problems and seek correct medical treatment; virtual doctors to provide medical advice or treatment options; drones offering deliveries of medical supplies.

c. **Businesses:** Mobile banking and apps that allow easy transfer of money when buying and selling goods; applying for loans/grants to help entrepreneurship; marketing, promotion and advertising.

2. a. Mobile phones can help people within a community as they are more connected now than they were in the past due to online education, online banking and better access to healthcare information. This increased connectivity improves a community's overall quality of life.

b. Mobile phones can help people living in different communities by increasing connectivity to allow more trade of goods and services between communities. People can order goods from another community online, then pay for it online. This makes transactions faster. It allows economic growth to occur in different communities and reduces the digital divide.

3.
- lack of affordability for some people as they struggle to meet day-to-day needs
- remote communities lack accessibility, i.e. either they don't own or can't use communications technology
- older generations may feel excluded if they find communications technology challenging to use without the proper training.

4. More people would be able to find out information to improve their health and lifestyles by taking appropriate measures. There would also be less pressure on doctors as fewer people would require hospital visits if they could seek help online.

5. Governments can monitor and listen to the views of the people within the community and base their decision making on the needs of the people.

6. Students may discuss the following:

Benefits: Overall improvement of quality of life due to advancements in education, healthcare, banking and jobs.

Limitations: Lack of connectivity for every member of society and inequality increases within and between communities.

B1: KEEPING IN TOUCH

LET'S GET THINKING

1. Migrants might feel isolated and lonely. The effects of lockdown might have mental health implications (e.g. anxiety or depression).

2. To keep in touch with their families at home; to keep in touch with people from their local communities in order to remain connected in their new home; to access support when in need and in times of trouble (e.g. financial, emotional, psychological).

3. ■ migrants could communicate more easily as there would be no language barriers
   ■ they would have a shared sense of identity, making it easier to relate to each other
   ■ they could discuss any issues they are having and seek advice
   ■ they could organise social meet-ups.

4. Using social media platforms would be a good way for migrants to speak to other migrants and keep up to date with any events (online) that they could attend. They could also use video calls to remain connected and enjoy online leisure activities together. They could contact their family and friends from a distance.

CHECK YOUR UNDERSTANDING

1. Communication technologies allow us to frequently and easily keep in touch with our home communities, friends and families; 100 years ago this would not have been possible. Messages can be sent instantly rather than waiting for the delivery/arrival of letters. Video calls make it feel like we are with that person, as we can see and hear them. Communities can also keep in touch by having shared international celebratory events.

2. A diaspora is a scattered population where people have moved away from a region, yet whose origins are located in the same geographic region, e.g. Chinese diaspora can be found in the USA in Chinatown, New York. They have grown due to mass migration and easier movement across international boundaries.

3. You can still identify with your homeland by retaining the values, ideas, opinions and beliefs of your home country. Identities may become more nationalistic over time, as individuals celebrate the qualities of their host country.

4. ■ to stay connected to home events
   ■ to retain personal relationships
   ■ to keep elements of their cultural identity
   ■ to ensure business growth if their business has moved overseas.

5. Students may discuss the following:
   ■ social media platforms allow instant messaging with others wherever they are in the world
   ■ social media also allows organisation and promotion of diaspora events, allowing everyone to be involved regardless of where they are
   ■ apps such as 'meet-ups' allow diaspora communities to connect with others living in their area
   ■ video calling/messaging apps facilitate constant exchange of information in an easy, informal manner.

6. Student answers may vary. Examples include:
   ■ Whatsapp®: instant messaging
   ■ Snapchat®: instant video exchange
   ■ Facetime®: video chats
   ■ RefAid: connects refugees.

B2: TECHNOLOGY: OPPORTUNITIES AND THREATS

LET'S GET THINKING

1. Artificial limbs help to improve mobility to complete everyday tasks such as walking, lifting, eating, etc. They increase accessibility to once-inaccessible areas and can potentially help people to feel that they have more independence and autonomy over their body.

2. Building physical objects from an image on your computer without using any tools other than the 3-D printer.

3. ■ eating and drinking
   ■ performing self-care independently (e.g. brushing hair)
   ■ carrying objects
   ■ participating in mainstream physical activities (e.g. games where throwing/catching might be required).

4. Students may discuss the following:
   ■ breakages; frequent maintenance required
   ■ inability to complete everyday tasks to full potential if artificial limb is not suitable

CHECK YOUR UNDERSTANDING

1. Student answers may vary. Examples include:
   - using our smartphones
   - machines used to issue tickets
   - self-checkouts in supermarket
   - Internet sites
   - navigation systems.

2. - performs simple tasks quickly
   - saves us time and energy
   - helps people find their way around areas
   - can do jobs that are dangerous or difficult for humans
   - can improve overall development in terms of education, healthcare and infrastructure.

3. Bionics are artificial systems that resemble the characteristics of living organisms. They can help transform the lives of people by providing them with the ability to perform tasks independently with bionic limbs, which can help them to participate in the mainstream community.

4. Student answers may vary. Examples include:

   Positives:
   - AI is efficient and can make our lives safer and easier.
   - It can perform tedious tasks that we do not want to do (or where we are at risk of making more errors than AI).
   - It can improve our quality of life.

   Negatives:
   - There could be malfunction issues or problems when programming AI.
   - AI requires continuous maintenance and updating.
   - AI may lead to job losses.
   - AI can never replace the human factor (e.g. feeling real emotions or expressing real empathy).

5. Student answers may vary. Example could be:
   a. self-checkout systems; created 1960s, yet more popular from 1990s.
   b. Positives: quicker, efficient and easy to use.

      Negatives: malfunctions/errors, loss of jobs for people, costly to run and maintain.
   c. Students' own answers.

B3: TECHNOLOGICAL THREATS

LET'S GET THINKING

1. Jared and America use the laptop to stay connected to their home by using the Internet to keep in touch with their family and friends. They also use it to manage their money and perform everyday tasks, such as online shopping.

2. They had online accounts linked to their finances so hackers/criminals may want to trick them into a scam in order to access their financial accounts. They need their laptop and so were worried when they were told something was wrong with it. This made it easier for them to be tricked.

3. The hacker/criminal will be difficult to track, as it is very easy for them to conceal their identify online, so no evidence of their real identity may be found.

4. Have security systems and firewalls; educate people on what files to open or not.

CHECK YOUR UNDERSTANDING

1. - the criminals are hard to catch due to the lack of evidence online of their real identity
   - the international nature of the crime makes it harder to track cybercriminals; difficult to enforce laws across political boundaries.

2. - someone could take large sums of your money and leave you with nothing
   - it could cost a lot of money to try and track the criminal
   - you may feel threatened and unsafe
   - your identity could be at risk of being used by someone else – who then perhaps commits crimes under your name (identity theft/fraud).

3. WikiLeaks is an international non-governmental organisation that publishes news leaks from anonymous sources to the general public.

   Positives:
   - allows communities to know of any deviant or corrupt behaviour/actions that businesses or governments may participate in
   - keeps communities informed of news
   - freedom of speech is respected.

   Negatives:
   - harmful for governments and international businesses if a news story is leaked that threatens their reputation or business
   - privacy is threatened.

4. ■ they have a powerful role and place in society
   ■ they have a high profile so easier to get personal details
   ■ the media aims to expose any wrongdoing to show ordinary citizens the truth or to capture attention.

5. ■ they can commit crimes using your identity and you could risk punishment
   ■ debt could build up due to the criminal spending money (perhaps taking out loans or credit cards) in your name
   ■ false information could be spread about you
   ■ your reputation could be at risk.

6. Students may discuss the following:
   ■ institutions such as healthcare systems could be hacked and personal information about clients or patients could be leaked
   ■ security threats towards governments could put communities in danger
   ■ collapse of businesses when customer care is jeopardised.

7. Student answers may vary. Examples include:
   Dangers:
   ■ identity theft
   ■ fraud
   ■ exposure of personal information
   ■ spread of false information (fake news)
   ■ being accused of a crime you did not commit.

   Advice (e-safety):
   ■ have strong passwords that no one else knows
   ■ have a firewall and security systems on all technological devices
   ■ ensure that you regularly update your devices
   ■ do not give out any personal information unless it is to a trusted source.

C1: CAMPAIGNS AND TECHNOLOGY

LET'S GET THINKING

1. ■ can capture more widespread attention, increasing publicity and therefore increasing awareness and attracting investment opportunities
   ■ can help organisations to grow in size as more people join the campaign
   ■ can raise awareness by using content, images or tag lines that can trend/go viral on many different social media platforms, reaching a wider audience.

2. ■ citizens can sign up online
   ■ write or share social media posts about the campaign
   ■ speak and share views with other members of the campaign
   ■ create content/videos/images related to the campaign and share it on social media.

3. More and more people are posting their views and opinions online (e.g. on social media). A wide range of these views and opinions are shared or commented on continuously by people all over the world, regardless of location, leading to debates.

4. Students may discuss the following:
   ■ Large numbers of people will capture media attention and their message can potentially be shared on a global level.
   ■ The more people that take part in protests, the more pressure there is on governments to take action, as there will appear to be majority of people who want change.
   ■ Protests might have more of an influence on decision makers – for example, by putting pressure on the government to change specific laws.

CHECK YOUR UNDERSTANDING

1. Social media acts as the biggest platform for activism. People will use these platforms to voice opinions, raise awareness, capture attention and gather numbers in order to make a difference on particular issues.

2. Digital campaigning uses communications technologies, such as social media, to campaign for particular issues. It raises awareness as it has the ability to raise local/national and global attention. It can encourage people to join and take part. The messages can be spread quickly and easily.

3. Social media can help share informative posts or information on what the charity does. It can also encourage people to donate by setting up fundraising pages.

4. Students might discuss the following:
   ■ can influence people's views and make them more aware
   ■ can inform and educate people about specific issues and change opinions they might have had before
   ■ due to lots of information on many global issues, social media may influence how we feel about specific issues and encourage us to make a difference if we feel change is needed.

5. ■ number of followers
   ■ number of shares/retweets
   ■ if a campaign is trending on social media
   ■ if it makes headlines on mainstream media like TV
   ■ if it results in changes being made in society, or a change in the law, or leads to new laws and regulations being made.

6. ■ online campaigns may influence people's decisions and opinions; if they are not accurate/truthful this may lead to problems (racism, hate crime, misinformation, etc.)
   ■ they may cause people to act in a way that will disrupt communities
   ■ they could incite violence or hate
   ■ there could be widespread protest and disruption.

C2: TECHNOLOGY AND VOTING

LET'S GET THINKING

1. Obama captured the attention of many young voters who were influenced by social media. They then were encouraged to vote for him.

2. ■ by having attractive online content such as videos and images that trended
   ■ by having easily accessible techniques that engaged voters, such as signing online petitions
   ■ having open discussions and debates online with other people.

3. Student answers may vary. Examples:

   Citizens – they are more engaged by social media posts, videos, hashtags, trends. Whoever is the most active on social media, they will be more likely to vote for.

   Politicians – they can use social media to capture the attention of voters and can use creative and powerful techniques to influence their decisions. They can also find out information about the electorate, cater to their needs and attract them more easily to a specific campaign.

4. Students might discuss the following:

   In the 2020 US election, Joe Biden's presidential campaign involved him making live videos to allow ordinary citizens to join his live campaign and post questions that he could answer. This reduced the 'distance' between government and citizens and made people feel they more connected and in control of what happens in their society.

CHECK YOUR UNDERSTANDING

1. Communications technology can save politicians' time. Rather than travelling long distances trying to raise awareness, messages about the campaign can be shared instantly and to a wider audience. This reduces the time and resources needed to go from door to door. They can communicate effectively with citizens and allow their participation in elections. It can help them to share their views, opinions and plans and be more transparent with the community. Advertising and promotions can also be cheaper than traditional election campaigning methods. They can respond quickly to questions or issues raised.

2. Students could comment on a political campaign in their own or another country, and explain that they know about it due to their social media feed, news apps or video posts.

3. Student answers may vary. For example: Queen Rania of Jordan uses multiple social media platforms to advocate for cultural rights and other issues such as human rights. We can see she is popular from her large following and her ranking as one of the most popular political figures on social media.

4. It is part of the democratic process and represents key democratic ideas and values; all people should be represented and have a voice on political matters.

5. Students could include the following points for the activity:

   Advantages:
   ■ increased awareness
   ■ quicker and easier to be involved in political process
   ■ to have an active voice through online discussions and freedom of speech
   ■ to increase campaign supporters and secure votes.

   Disadvantages:
   ■ opens up more criticism as people voice their opinions freely
   ■ bad/negative process
   ■ false information (fake news)
   ■ challenges to access (e.g. lack of affordability/ education to use it).

C3: CENSORSHIP AND BIAS

LET'S GET THINKING

1. ■ new reality TV shows whereby people/celebrities are watched 24/7
   ■ increased attention of totalitarian countries and their high levels of censorship

- the ability of the government and international organisations to have constant surveillance on the population.

2. The real world is blocked out and a new reality is created for him.

3. - freedom of expression
   - freedom of speech
   - freedom to travel freely
   - freedom to work
   - freedom of privacy.

4. Students might discuss the following:
   - the media and the use of AI to track our preferences and have control over our decision making
   - media tracks celebrities and their whereabouts
   - companies advertise and dominate our search engines to influence our decision making
   - the government has access to citizens' personal information and can use this to track and influence behaviour within communities.

CHECK YOUR UNDERSTANDING

1. Censorship is when the availability of information is limited, blocked or altered. Freedom of expression is limited or controlled.

2. Democratic countries usually promote freedom of expression and speech; therefore, censorship is not usually as high as in non-democratic countries.

3. - to reduce offence or backlash against the government
   - to maintain order and peace within a country
   - to prevent outside influence
   - to protect the nationality and cultural values and beliefs of a country.

4. - offensive language may be removed
   - videos could be blocked if it they have unsuitable or indecent content
   - negative views may be blocked in order to show only positive views.

5. To ensure everyone can practise freedom of speech by voicing their opinions.

6. Bias is when one viewpoint is more favourable or is more dominant over another. This can be dangerous as a bias experienced through communication technologies may spread throughout a community and give a false account of the full story.

7. Student answers may vary. Examples include: magazine covers. These often give headlines that capture the reader's attention, yet this headline does not provide depth to the full story and can be misleading.

D1: TECHNOLOGY AND ENERGY EFFICIENCY

LET'S GET THINKING

1. - to save energy
   - to reduce the need to burn fossil fuels to provide this energy
   - to reduce carbon emissions.

2. Smart plugs conserve energy and prevent energy waste. They contribute to reducing the effects of climate change and are efficient and easy to use. This is because they can be controlled using smartphones when you are not present, rather than having to physically turn them on and off.

3. **a.** it will remain high and it will have a negative impact on the Earth
   b. it will contribute further to the negative effects of climate change.

CHECK YOUR UNDERSTANDING

1. - to prevent the depletion of our natural resources
   - to reduce the effects of climate change
   - to become more sustainable so the Earth's resources can last into the future.

2. Energy-saving technologies reduce the amount of energy being used that requires combustion of fossil fuels. The fewer fossil fuels are used, the fewer greenhouse gases will be emitted, reducing the cause and effects of climate change.

3. - save money
   - reduce pollution
   - help us make suitable lifestyle changes to save energy
   - create smart cities that are innovative and meet daily needs
   - allow us to store plentiful energy supplies to fulfil daily needs.

4. Student answers may include the following:
   - more insulation in homes to trap heat
   - innovative energy technologies that are interlinked, such as pumps and solar panels to help provide different and affordable forms of renewable energy
   - low-energy street lighting
   - plant trees to provide shade in summer (less air conditioning needed) and shelter/protection in winter
   - automatic and smart technologies that do not require humans to remember to 'switch off' appliances at home
   - innovative transport networks that use renewable energies.

5. Students could include key features and images for this activity.

   Example:
   - Solar panels in car parks that are used to provide energy for the entire city.
   - Recycling network to extract value from every resource.
   - Streets designed to accommodate air flow and create a 'natural air conditioning' system.

D2: FOSSIL FUEL ALTERNATIVES

LET'S GET THINKING

1. Due to volcanic activity underneath Iceland, there is a continuous supply of geothermal energy, which Iceland uses to provide power.

2. The energy is renewable as it is coming from a natural resource (heat from volcanoes) that cannot be depleted, so it will provide an endless supply of energy.

3. Students may discuss the following:

   Iceland has excellent renewable energy sources such as geothermal and hydropower. Therefore, it can be more efficient to invest in technologies to make use of this to provide energy, rather than depend on non-renewable resources that will run out and are not sustainable.

   Iceland is a country that is under threat due to climate change and increasing rates of global warming. It must mitigate climate change if it is to survive.

4. Student answers may vary. Example:

   Norway produces almost all of its energy from renewables. It invests mostly in hydropower, but also in wind and thermal power.

CHECK YOUR UNDERSTANDING

1. Students may discuss the following:
   - The world is continuously working towards becoming more sustainable, therefore, it is wise to start adopting new technologies to keep up with the changes.
   - Non-renewable resources will not last into the future so renewable resources (and therefore new technologies) should be designed to be able to effectively use renewable resources.

2. - solar panels are easily added to the roofs of homes
   - it is a renewable resource
   - there are no emissions.

3. Northern Canada has low solar radiation, particularly in winter, when daylight hours are short. This means there will not be enough solar energy to provide a sufficient amount of electricity.

4. More countries are investing in wind power to keep up with global energy needs. Due to huge supplies of wind energy off the coasts of many countries, this is an efficient and renewable way to provide energy for the world.

5. - they can be seen as an eyesore
   - they can be noisy
   - when located offshore, their development can disrupt marine ecosystems, impacting the food chain
   - due to a food chain disruption, fish stocks could decrease, impacting fishermen and food supplies.

6. Students may debate the following points for this activity:

   Arguments for a nuclear power station:
   - no greenhouse gas emissions, so it is not a contributor to climate change
   - reliable source of renewable energy
   - extremely powerful, therefore generates a lot of power for many people.

   Arguments against a nuclear power station:
   - very expensive to construct and maintain
   - can be dangerous due to threats of unsafe disposal of nuclear waste, accidents or explosions
   - can be an eyesore
   - can destroy the natural area, disrupting wildlife
   - expensive to build
   - can affect the local community due by changing the local environment and its associated risk factors.

D3: NEW TECHNOLOGIES

LET'S GET THINKING

1. Meteorologists use technology to analyse satellite images and gather data in order to predict and prepare for the weather.

2. They are improving their use of technologies to give more accurate indications of future weather events and show the effects of climate change.

3. They can predict when extreme weather events are likely to happen and send out warnings to give people time to prepare.

4. Students may discuss the following:
   - evacuation routes and shelters
   - flood defences
   - firebreaks
   - emergency supplies
   - the quality of homes and buildings to withstand the impacts.

CHECK YOUR UNDERSTANDING

1. ■ Changing weather events can be predicted and prepared for by using advanced technology (mapping, data analysis).

   ■ Countries can protect themselves from rising sea levels with computerised flood barriers that can move automatically.

   ■ Crops can be genetically modified by advanced technology to make them more resilient against changing climate and extreme weather/pests/diseases.

2. CCS can remove the amount of carbon dioxide in the air, which is one of the biggest contributors to climate change.

3. ■ countries may struggle to fund the development of CCS projects

   ■ developing countries may lack the skills and expertise for such projects

   ■ the storage of carbon needs continuous surveillance and protection over generations as if leaked it could cause serious damage.

4. ■ creating flood barriers such as sea walls, raised levees or other coastal defences

   ■ raising buildings such as houses on stilts

   ■ planting trees to absorb more water and prevent soil erosion

   ■ improving drainage systems.

5. Student answers may vary. Examples:

   Yes: if we reduce the amount of meat production, less livestock will be required. Livestock emits huge amounts of greenhouse gases such as methane, contributing to climate change.

   No: reducing reliance on fossil fuels will have to have the biggest shift in order to tackle climate change.

6. Students may discuss the following examples:

   ■ London could be completely underwater due to rising sea levels.

   ■ Countries in Sub-Saharan African could be inundated with pests (such as mosquitos) as temperatures increase.

   ■ Ireland could become frozen due to changes in the jet stream.

E1: SOCIAL MEDIA AND PERSONAL IDENTITY

LET'S GET THINKING

1. He checks if he has any messages and for updates on what is happening in the world and within his community.

2. Nasim has multiple social media accounts with various posts from people he follows, his friends and his community. His fundraising page is live and allows him to check updates on its progress. Video calls allow him to keep in touch with friends and family.

3. Students may discuss the following:

   ■ It keeps him informed and updated on local, national and international events, improving his knowledge and understanding.

   ■ He may feel some pressures to keep up to date with what is going on around him.

   ■ He may feel excluded when he sees members of his community together and he is not with them.

4. Student answers may vary. Example:

   ■ Students might have similar social media accounts.

   ■ They might have a similar routine of checking their phone for updates.

   ■ They use their phone to stay updated and connected to their friends and community throughout the day.

CHECK YOUR UNDERSTANDING

1. Social media is a great way to stay in touch with friends and family. It is useful for creating an online identity. It also helps citizens feel closer to or identify with celebrities by following their lifestyles online.

2. By becoming friends or followers on each other's social media accounts to stay connected and keep updated with one another. Online groups can be created, bringing together people who share particular interests. It also allows open discussions between people, generating better understanding of one another. Events can be organised online and people can confirm their attendance and/or meet up in person.

3. Social media allows online communities to flourish. People with similar identities can come together and connect and retain and celebrate aspects of their identity. Social media also allows a person to follow accounts that reflect aspects of their personal identity.

4. People can join groups or contact others within their community to stay in touch and improve connections with different communities.

5. Negative:

   ■ Young people become influenced by what they see on social media and may try to conform to this.

   ■ People are more open to threats, such as criticism, cyberbullying and fake news, which could ruin a person's reputation and disturb their mental health.

Positive:

- Social media portrays an array of identities and exposes people to them, allowing them to embrace and learn about and appreciate a wide range of identity traits.
- People may change aspects of their identity in a positive way (e.g. becoming more accepting or tolerant).

6. Students may discuss the following:
   - influences choices of consumption such as fashion, music, foods
   - language changes to fit in with social media writing style
   - increases awareness of other cultures and can allow mindsets to change and grow.

7 Students could include the following points for the activity:

   Positives:
   - connectivity
   - sense of community
   - increased awareness (e.g. social, cultural, political).

   Negatives:
   - threats, such as cyberbullying
   - addictiveness
   - pressure to conform to social media influences.

E2: SOCIAL MEDIA: RIGHTS AND FREEDOMS

LET'S GET THINKING

1. To help control social media by stopping hate speech and the spread of false information.

2. To police crime on social media and avoid causing distress or harm to the population.

3. To avoid causing concern to others or breaking any laws.

4. - it could be offensive or even illegal
   - to protect their users from harmful content or language
   - to avoid being fined.

5. Students may discuss the following points:
   - Discussion is important in finding out various viewpoints in order to formulate opinions and have respect and tolerance for one another.
   - Social media should practise freedom of speech and expression and a person should be able to voice their opinion without fear of backlash.
   - If people are offended, that is their responsibility and they must be open to different viewpoints.

CHECK YOUR UNDERSTANDING

1. In order to give everyone a voice in the community and allow people to have an opinion on the world around them.

2. People can post freely their thoughts and opinions on their own accounts or underneath posts from others.

3. Both citizens and politicians use social media to communicate more directly and reduce the distance between government and ordinary citizens. Sharing thoughts and opinions leads to open discussions and debates.

4. Free speech should be used as long as it does not use extremely offensive language or disrespect the rights of other citizens. It can be difficult to balance as people have different views and opinions that are valid but may not always be agreed upon by others, who could potentially be offended.

5. - to prevent the government being threatened by citizens' thoughts and opinions
   - to prevent the spread of news that could threaten the government's power
   - to prevent the spread of misinformation or fake news.

6. Legal system: it has the legislative power within a country to punish those who break laws in society, even if that is on social media.

   Social media: it is within their domain and they have teams and conditions/policies that users should meet when they use it. If users fail to follow these rules, they should then be removed.

E3: CHANGING PATTERNS OF THE MEDIA

LET'S GET THINKING

1. - the news in them is not suited to their taste
   - time-consuming to read long articles or go out and buy a newspaper
   - most of the news they are interested in they can access on their phones.

2. It publishes current events from a range of different news organisations. News stories cover many subject topics that they can relate to in school.

3. Students may discuss the following:
   - improved accessibility
   - more efficient and easier
   - more information can be found online
   - less use/waste of paper.

4. Student answers may vary. Examples include:
   - television
   - radio
   - apps
   - websites
   - podcasts.

CHECK YOUR UNDERSTANDING

1. No: there a range of different news sources that can relate to local, national and international areas. Also, different news sources specialise in different types of news that people might be interested in.

   Yes: some people do only use one source for their news as they believe it is a reliable source and they have received their news from this source for a very long time. Some people also prefer a traditional source, such as a newspaper, as it is easier for them to use and provides them with the news stories they would like to read.

2. There were huge advancements in media from newspapers and television to the Internet. The Internet opened up an endless supply of new media sources, including more interactive content, e.g. videos, radio soundbites, comments.

3. The number of people using printed media might be decreasing due to a number of reasons:
   - People reducing their impact on the environment, therefore not buying paper to reduce deforestation rates.
   - Increasing younger generations using online media due to increasing mobile phone ownership and Internet access, therefore they do not need to buy printed media.
   - Some members of society, especially those who grew up with printed media and not the Internet, may still use printed media. These numbers could still be high as there is a large ageing population, particularly in many developed countries.

4.
   - instant access
   - continuous and frequent live updates
   - live discussions
   - sharing and posting opinions.

5. Student answers may vary. Examples: globalisation has led to an increased consumption of different news sources, as people are exposed to different types of media on a global level.

EXAM PRACTICE

SOURCE A

1. **A** sending remittances

   (1 mark)

2. **D** buying and selling things on the Internet

   (1 mark)

3.
   - Internet banking allows easy buying and selling of goods and services.
   - ICT jobs and related services can be provided through communication technologies.

   (2 marks)

4.
   - As young people are taught new computer skills, they can enter tertiary/quaternary sector jobs, which are higher paid, and they can then afford a higher quality of life.
   - Being able to use computers, they will learn new literacy and numeracy skills, improving their level of education and increasing their status.

   (3 marks)

5.
   - Being able to buy and sell goods and services online will encourage more trade, leading to increased sales and a rising GDP.
   - Investment and payments will be made easier between businesses, which could encourage more supply and demand, leading to more growth.
   - Mobile banking allows remittances to be sent easily, which allows those receiving them to increase their income and spend their money within their economy.

   (4 marks)

6. Students explain two ways. Examples may include:
   - There will be more inclusion of members of communities in everyday life, creating a more equal community.
   - People will be able to trade more easily with members within and outside of their community by buying and selling goods.
   - Community members could be more likely to access services, such as education and healthcare, which will improve their skills and health.

   (4 marks)

7. Arguments for:
   - ICT has made the flow of goods and services easier and more efficient, which has improved and increased trade.
   - As more people access ICT, they can use mobile banking to transfer money to be used for improving their spending, businesses, family life or access to services.

- As people can easily study online and access educational resources, they can become more skilled and increase their income.

Arguments against:
- Communications technologies are not readily available to all members of communities and the inequality gap may increase.
- Faulty systems and lack of networks can slow the process of ICT down and restrict the potential for economic development.
- Decisions made by the government – rather than ICT – are key for economic development.

SOURCE B

1. **B** Communications technologies can bring politicians closer to voters.

    (1 mark)

2. **B** a one-sided opinion is shown

    (1 mark)

3. By starting an online campaign on social media, more attention could be drawn to the issue as it crosses many platforms and boundaries and can reach many more people.

    (2 marks)

4. Bias is when one point of view is represented over another. This might be used in political campaigns as politicians want their views and opinions to be shown over their competition. Bias might also be used to portray another person in a negative light in order to influence voters' decisions on who the best candidate is.

    (3 marks)

5. - To promote freedom of speech and opinion and allow all members of the process to take part and feel heard.
    - To reduce the time, money and resources required for campaigning as social media speeds the process up and can capture more attention.

    (4 marks)

6. Supporting arguments:
    - AI replaces people's jobs (machines such as in manufacturing, retail, catering).
    - AI can malfunction and cause mass destruction (in healthcare and transport).
    - AI reduces our privacy as it is used to influence our decision making (advertisements catered to a person's likes and dislikes).

    Opposing arguments:
    - AI makes life easier and more efficient (speeds up human labour and reduces labour costs).
    - AI is highly reliable and is able to perform advanced tasks that humans cannot.

- AI is useful for promotion and marketing and improves the overall process of businesses.

    (9 marks)

SOURCE C

1. **C** a community of migrants with shared heritage

    (1 mark)

2. **B** gaining access to computer systems

    (1 mark)

3. Any two of the following:
    - for economic gain
    - for political gain
    - to steal and have control of others' identities.

    (2 marks)

4. Censorship is when information is limited and restricted to the public eye. If members of the diaspora feel they have to censor themselves, they may feel their identity has to be hidden and they cannot give their views or opinions, or practise beliefs or values.

    (3 marks)

5. - By using social media, communities can keep in touch with their friends and families at home.
    - Through apps such as WhatsApp, communities can instantly communicate with one another and organise meet-ups.

    (4 marks)

6. Supporting arguments:
    - Technology opens up opportunities for cybercrime, such as hacking and identity theft.
    - Cyberbullying occurs online and can be a constant threat to some people.
    - Technology is replacing people's jobs, threatening job security and incomes.

    Opposing arguments:
    - Technology has allowed communities to develop economically due to fast and easier ways to spend money.
    - Communications technologies allow communities to stay in touch and feel connected.
    - Technology has been successful in tackling climate change through new innovative systems.

    (9 marks)

SOURCE D

1. **D** energy that will not run out

    (1 mark)

2. **B** Wind power is an alternative form of energy to fossil fuels.

    (1 mark)

3. ■ Protests can be documented and shared on social media.
   ■ Online campaigning could be set up to capture political attention.

   (2 marks)

4. Freedom of speech allows people to openly express their views and opinions. When citizens organise protests using social media, they are freely demonstrating their views on issues they feel strongly about.

   (3 marks)

5. **a.** Advantages:
   ■ no greenhouse gas emissions
   ■ won't run out.
   b. Disadvantages
   ■ expensive to develop
   ■ unreliable supply.

   (4 marks)

6. Supporting arguments:
   ■ Technologies that use renewable energy such as wind and solar are highly efficient and will help prevent greenhouse gas emissions as we move away from using non-renewable resources.
   ■ Technologies such as carbon capture allow carbon to be removed from the atmosphere, reducing the greenhouse effect.
   ■ Smart technologies such as smart plugs enable us to save energy and prevent more combustion of fossil fuels.

   Opposing arguments:
   ■ Changing lifestyles is more important in order to make a difference, such as turning off appliances, recycling, etc.
   ■ Governments must take more responsibility and enforce laws to encourage people to tackle the problem.
   ■ Climate change is a natural phenomenon and there is no solution as the climate will change no matter what happens.

   (9 marks)

SYNOPTIC ASSESSMENT

1. ■ to reduce energy consumption
   ■ to reduce energy loss
   ■ to reduce fossil fuel combustion and greenhouse gas emissions
   ■ to have more value for money.

   (5 marks)

2. Supporting arguments:
   ■ It helps us stay connected to our communities, in either our host or source country, and keeps us in touch with our cultural roots.
   ■ Social media is a useful way to join groups that share similar interests and values.
   ■ Video calling, messaging apps and social media allow people to attend events that include people with similar identities.
   ■ Using technology for politics helps citizens practise their human rights and protect and promote their rights by participating online.
   ■ Diasporas can remain in touch and promote businesses' growth around the world while keeping the national identity strong.

   Opposing arguments:
   ■ Social media exposes people to multiple ideas, opinions, values and cultural traits, which may lead to a breakdown and loss of their own identity.
   ■ People adopt elements of new cultures and become separated from their community.
   ■ Addiction to ICT may change daily lifestyles as people lose connections with the real world and real-life human contact and interactions.
   ■ People are at risk of identity theft and hacking as a lot of personal information can be shared through communications technologies.

   (15 marks)

3. ■ to express freedom of speech and opinion
   ■ to campaign for specific issues
   ■ to inform the public of ongoing events
   ■ to provide entertainment
   ■ to raise awareness.

   (5 marks)

4. Supporting arguments:
   ■ Political campaigns are based on freedom of speech and opinion on social media and allow participation of both citizens and politicians.
   ■ People should feel they can express themselves freely and be part of a discussion without being judged or punished.
   ■ Social media acts as a platform to spread awareness of issues such as climate change, human rights and economic issues and this can help make a global difference as more people are aware.
   ■ Spreading awareness of cultures, including ideas, values and religions, allows people to become more open-minded and can have a positive effect by changing mindsets for the better.

Opposing arguments:

- Freedom of speech can be abused and may cause offence to others.
- If freedom of speech is promoted on social media, it could actually lead to higher levels of censorship in trying to protect others from offensive or indecent material.
- Widespread protest and uprising could be incited due to freedom of speech.
- There needs to be a balance between voicing your opinion and being offensive in order for freedom of speech to work effectively.

(15 marks)

COMMUNITY ACTION PROJECT: ANSWERS

1. WHAT'S THE CITIZENSHIP COMMUNITY ACTION PROJECT?

LET'S GET THINKING

1.
   - They discussed their ideas.
   - They used knowledge and understanding they already had.
   - They did fieldwork by carrying out a beach study.

2. Ocean pollution and the implications of this for the global environment.

3. It fits into the main theme of 'Economic development and the environment'.

4. They are working towards SDG 13: Climate action; SDG 14: Life below water; and SDG 15: Life on land.

5. Taking part in a beach clean-up to remove pollution from the beach, and also raising the awareness of others who might see them completing their action.

6.
   - If they manage to improve the look of the beach due to the removal of rubbish.
   - If other people take action and keep the beach clean for a long period of time.

CHECK YOUR UNDERSTANDING

1. Students will write down their ideas for all the actions they think will be useful for their project.

2. Examples include:
   - investigating the impacts of social media on young people
   - improving the well-being of students
   - fundraising money for vulnerable people in society.

3. Students will write down the advantages and disadvantages of each idea. Examples include:

   Advantages:
   - Social media – most people use it, so students should be able to gather sufficient information.
   - Improving well-being – students might be keen to participate if they see what the positives are for them.
   - Fundraising – can help to provide funds to give money to those who really need it.

   Disadvantages:
   - Social media – it is difficult to define and measure the impacts of it on young people.
   - Improving well-being – difficult to measure overall effectiveness.
   - Fundraising – people might not be willing or able to donate money.

   Student answers may vary. Example used:

   Fundraising for the vulnerable, as it will have a clear outcome and goal and could make a visible difference.

4. Students need to have clear idea of what their action is, who will do what, what their time period will be and if it is an action that can be easily done.

5. Students should plan and talk amongst themselves and with their teacher to decide which is the best option.

6. Students will need to make a decision on the final choice together as a group, showing that they have considered everyone's point of view (e.g. voting for the most popular idea).

2. CITIZENSHIP ACTION IN SOCIETY

LET'S GET THINKING

1. Governments have to manage a large number of issues every day. By pairing up with organisations, this will increase the likelihood of addressing and solving societal issues. The government also needs volunteers and workers to participate and help take action in society, due to the large number of people that need help (e.g. those who are more vulnerable).

2.
   - the impacts of natural disasters (e.g. flooding, earthquakes, hurricanes) that leave complete destruction so that people's basic needs are not met (e.g. food, water, shelter)
   - community clean-ups; regeneration work
   - specific times during the year (e.g. winter) when people require extra assistance.

3. They volunteered their time, skills and expertise to help those who were vulnerable.

4. To make a difference in society and ensure that everyone has their needs met, as it is a citizen's duty, moral responsibility or a matter of conscience.

CHECK YOUR UNDERSTANDING

1. To take action at all levels (individual, collective, mass) so that it will be more effective. More of a difference will be made if individuals take the first step and are then followed by groups of people. The more people involved, the more money can be raised.

2. Effective:
   - Individuals can show initiative and start taking action to make a difference. This could influence others and their motivations/behaviour, encouraging more people to take part.
   - As a community, more societal issues can be solved, which can be effective. By organising protests, more attention and awareness will be spread, influencing the mindsets of those in power and at an international level.

   Ineffective:
   - One individual might not be enough to make a difference in society.
   - When groups organise themselves to make a difference, sometimes there is no further action taken despite their efforts.

3. Yes, collective action will be suitable, as the class can work together to make a difference.

4. Individual action: each student takes on a role and fulfils it during the action project.

   Collective action: students work together to carry out the action project and make a wider difference.

   Social movements: (depending on country) students could involve wider members of the community to get involved through online events or even protests to make the action project more effective.

3. RESEARCHING THE ISSUE

LET'S GET THINKING

1. Library information might be different due to:
   - accredited material (i.e. references verified sources)
   - could be factual
   - formal language.

   Interview information may include a person's own (potentially unaccredited) opinions; informal language; and it is often verbal, rather than written.

2. There will be a wide range of detailed information readily available; information has already been published and has passed publication; it may be more reliable compared to informal sources of unverified information.

3.
   - to get up-to-date information
   - to find out different opinions
   - to get human experience viewpoints.

4. Student answers may vary. Examples:
   - questionnaires
   - field study
   - observations
   - Internet/library research
   - social media sites.

CHECK YOUR UNDERSTANDING

1. Primary research is research that will gather new information.

   Secondary research is research that gathers information that has already been collected by someone else.

2. Primary research challenges:
   - People might not be willing to take part and give their opinions.
   - People might not fully tell the truth in questionnaires or interviews.
   - It may lack factual information.
   - It is difficult to carry out as it requires a lot of time and planning.

   Secondary research challenges:
   - There can be too much information that might be difficult to analyse.
   - Some sources may lack credibility.
   - There is the opportunity for bias/false information from some sources.

3. Both primary and secondary research methods will be required in order to get overall knowledge and understanding of the chosen issue.

4. Student answers may vary. Example:

   Advantages:
   - Interviews – can hear others' opinions; can be informal and relaxed.
   - Questionnaire – easy to conduct; clear information provided.

   Disadvantages:
   - Interviews – low participation; people may not tell the truth; need to take into account safeguarding issues.
   - Questionnaire – time-consuming to create; people might not tell the truth; people might not want to do it or take the time to complete it.

4. DIFFERENT POINTS OF VIEW

LET'S GET THINKING

1. There are many benefits of using mobile phones in school (e.g. educational purposes in the form of research and online quizzes). However, mobile phones might lead to distractions in class. Teachers might have to manage behaviour in class around mobile phone use, which could disrupt teaching and learning.

2. ■ improper use, such as taking photos, sending messages
   ■ potential for cyberbullying
   ■ potential for cheating.

3. ■ to undertake online research tasks
   ■ to take photos or make videos of class work
   ■ to complete online quizzes
   ■ to participate in class quizzes, e.g. Kahoot!
   ■ to create an online class project
   ■ to create a class/school social media account and add images/videos to it.

4. Student answers may vary. Example:
   Students should be allowed to use their mobile phones in class but only when given instruction to do so from the teacher. Doing their own research and using creative methods to complete school work will encourage students to become independent learners.

CHECK YOUR UNDERSTANDING

1. If it is fact, it would be accredited with evidence to support the statement. If it is opinion, it may lack supporting evidence and offer just a general statement.

2. It may be difficult to identify which sources are most credible and which should be used to support our Community Action Project. Sources could also be unreliable and provide inaccurate information or bias.

3. Some viewpoints are supported with evidence, which shows that it has been well researched and appears valid. Some viewpoints are from trained experts who have in-depth knowledge about a particular issue.

4. ■ By conducting primary research among a wide range of people in order to investigate the different viewpoints, e.g. questionnaires, interviews, surveys. By conducting secondary research to investigate what different views have already been published, e.g. Internet sources, books, journals, articles.
   ■ These different viewpoints can then be displayed through quantitative and qualitative data.

■ After completing the research of different viewpoints and analysing the data, the action project might then be influenced by the different viewpoints. The action project could possibly support a majority viewpoint or aim to change other viewpoints.

5. STEPS TO SUCCESS

LET'S GET THINKING

1. Student answers may vary. Example may include the following:
   ■ due to being able to relate to the issue
   ■ sharing their experiences with the group and having a discussion
   ■ listening to other viewpoints to think of alternatives
   ■ once an open discussion occurred, a vote then took place to make an overall decision based on the majority.

2. Students could understand the issue they had chosen as it was relevant to their lives; the majority in the group had some form of experience of it; there was a lot of information about it online so it was popular and easily researchable.

3. To spread awareness and capture the attention of more people; an online campaign was an effective way to reach young people because so many of them use social media.

4. The group's next steps could be:
   ■ show their data to the school to raise further awareness
   ■ provide an event, such as an assembly, giving advice on how to look after students' mental health
   ■ hold an event that doesn't involve social media but is a fun day based on face-to-face activities.

CHECK YOUR UNDERSTANDING

1. Decide the main aim and goals of the project, then decide what your main event will be and who it will target.

2. ■ availability of time
   ■ availability of resources
   ■ who will perform which roles
   ■ assessing the possible difficulties
   ■ keeping track of all decisions taken and jobs done.

3. ■ have regular meetings to discuss the action plan
   ■ distribute roles so that individuals can take responsibility for their own decisions
   ■ have votes when an overall group decision is needed.

4. ■ offer help to students who might be struggling
   ■ find alternative plans/ideas if something doesn't go according to plan
   ■ promote teamwork at all times and ensure everyone co-operates
   ■ inform the teacher if further guidance is needed.

6. WORKING TOGETHER TO ACHIEVE

LET'S GET THINKING

1. Suggested skills may include:
   ■ communication
   ■ organisation
   ■ creativity
   ■ dedication
   ■ motivation
   ■ adaptability
   ■ decision making.

2. ■ People can work together and perform specific roles to help complete the project.
   ■ People can help one another to get the work done.
   ■ Specific jobs can be completed more quickly if more people are involved.

3. ■ by showing the difference they could make to peoples' lives in the community (show images of those who they would be helping)
   ■ by improving the look of the school environment, which will lead to a more positive environment that everyone can benefit from
   ■ by having a day out of school to complete the project.

4. ■ how small actions can make a huge difference to other peoples' lives
   ■ that teamwork can overcome many challenges and achieve many goals.

5. ■ set up a social media account
   ■ inform the local news stations to document their event
   ■ have a newsletter that could be distributed to peoples' homes/community centres.

CHECK YOUR UNDERSTANDING

1. ■ make sure you have a clear idea of what the event is going to be
   ■ know how you will carry out research
   ■ have effective ways of raising awareness
   ■ have clear teamwork and roles distributed
   ■ have a clear timeframe and resources.

2. Suggested skills may include:
   ■ communication
   ■ organisation
   ■ decision making
   ■ collaboration
   ■ negotiating
   ■ creativity
   ■ adaptability.

EXAM PRACTICE

1. By having an open discussion on different topics and then having a vote to find out the majority decision; by investigating our own personal identities and if we could all relate to a specific topic, which could make the action project more successful.

   (4 marks)

2. Students identify two steps and explain why they were important. Examples may include:
   ■ Conducting research is important as we need to gather both primary and secondary research in order to provide us with evidence on our chosen issue.
   ■ Creating an overarching aim with goals so that we can devise a clear plan and carry out an event which will meet these aims and goals.
   ■ Assign roles to group members so that everyone has responsibility and can carry out specific tasks to make the action project more effective.

   (4 marks)

3. Students explain two ways. Answers depend on their specific action project. Examples:
   ■ Example 1: Our action project raised awareness on how much waste we produce and the damaging impact this has on the environment. By recycling, we improve the environmental quality and lives of citizens into the future.
   ■ Example 2: Our action project involved delivering food parcels to vulnerable people within our community. This improved their lives by allowing them to meet their basic needs and have a better quality of life.

   (4 marks)

4. ■ The use of interviews/questionnaires allowed personal opinions and viewpoints to be shared openly.
   ■ Questionnaires provided clear and measurable information on specific issues.

   (4 marks)

5. ■ making posters and displaying them around the school
   ■ having a presentation for the school community.

   (4 marks)

6. Students explain two ways. Answers depend on their specific action project. Examples:
   - Example 1: By having recycling bins in every classroom, we have reduced the amount of waste we produce as a school, therefore having a less negative impact on our world.
   - Example 2: By helping regenerate our local community and having a clean-up, our community is now a more attractive and cleaner place to live.

   (4 marks)

7. Students explain two ways. Examples:
   - By working as a team to complete an action project, I have been successful on making a difference on tackling global issues such as poverty. Eradicating poverty is one of the Sustainable Development Goals and by having strong values and commitment as a global citizen, I have made a difference by taking part in sustainable development, which affects all global citizens today and into the future.
   - Global citizenship is about having shared responsibility and respecting the rights of other people around the world. My action project focused on tackling climate change by recycling plastic bottles. I respect the rights of others in the world and their right to this planet, therefore it is my responsibility to protect the world for citizens today and into the future.

   (6 marks)

   Other examples of how the Community Action Project could help develop understanding of global citizenship:
   - commitment to other SDGs
   - taking individual and collective action to make a difference locally and globally
   - to have a peaceful and secure world.

8. Students explain two ways. For example:
   - different viewpoints were clearly represented
   - the time schedule was met
   - everyone fulfilled the roles and met their deadlines
   - awareness was spread through different methods of advertising or public speaking
   - good turnout of people and high levels of participation.

   Example:

   Our action project was effective as we raised a large sum of money to donate to a local charity. This money will help those in need meet their basic needs for food, clothing and shelter. Many people were involved due to the awareness that we spread.

   (6 marks)

9. Different views are collected through:
   - primary research (e.g. questionnaires, interviews, observations)
   - secondary research (e.g. books, articles, blogs, essays)

   Then they are displayed and considered by:
   - being discussed in a group
   - being displayed through bar charts/pie charts and assessed.

   Example: There are many different views on using mobile phones in school. In order to review these views, we asked students five questions in a questionnaire to find out whether or not they found mobile phones useful in school or not.

   (6 marks)