

 Cambridge Assessment International Education	 SANSKAR SCHOOL <i>The Revival of Tradition</i>	
GRADE: 9	SUBJECT: GP	DATE: 3.04.2020
WORKSHEET NUMBER: 1	WORKSHEET TOPIC: Information skills (Perspectives)	
INSTRUCTION (IF ANY):		

1.

The difference between perspectives and issues
Read the text below to identify the perspectives and the issues and put them under the correct heading in the table that follows.

Why fresh water shortages will cause the next great global crisis

Water is the driving force of all nature, Leonardo da Vinci claimed. Unfortunately for our planet, supplies are now running dry – at an alarming rate. The world’s population continues to soar but that rise in numbers has not been matched by an accompanying increase in supplies of fresh water.

The consequences are proving to be profound. Across the globe, reports reveal huge areas in crisis today as reservoirs and aquifers dry up. More than a billion individuals – one in seven people on the planet – now lack access to safe drinking water.

Last week in the Brazilian city of São Paulo, home to 20 million people, and once known as the City of Drizzle, drought got so bad that residents began drilling through basement floors and car parks to try to reach groundwater. City officials warned last week that rationing of supplies was likely soon. Citizens might have access to water for only two days a week, they added.

In California, officials have revealed that the state has entered its fourth year of drought with January this year becoming the driest since meteorological records began. At the same time, per capita water use has continued to rise.

In the Middle East, swathes of countryside have been reduced to desert because of overuse of water. Iran is one of the most severely affected. Heavy overconsumption, coupled with poor rainfall, have ravaged its water resources and devastated its agricultural output. Similarly, the United Arab Emirates is now investing in desalination plants and waste water treatment units because it lacks fresh water.

The global nature of the crisis is underlined in similar reports from other regions. In south Asia, for example, there have been massive losses of groundwater, which has been pumped up with reckless lack of control over the past decade. About 600 million people live on the 2000 sq km area that extends from eastern Pakistan, across the hot dry plains of northern India and into Bangladesh, and the land is the most intensely irrigated in the world. Up to 75% of farmers rely on pumped groundwater to water their crops and water use is intensifying – at the same time that satellite images shows supplies are shrinking alarmingly.

S.N.	Perspectives	Issues
1		
2		
3		
4		
5		

2.

Here are three words. They are all topics in the IGCSE or O Level *Global Perspectives* syllabus. What do they mean to you?

Write down a definition for each of the three words before looking at the definitions given in the key terms:

Globalisation

Family

Inequality

KEY TERMS

Globalisation: process by which national and regional economies, societies, and cultures have become integrated through the global network of trade, communication, immigration and transportation.

Family: a basic social unit consisting of parents or guardians and their children, considered as a group, whether living together or not.

Inequality: the unfair situation in society when some people have more opportunities, money, etc. than others.

3. Look at the below given flow chart which ranks some of the global issues that the world is facing.

Consider which of these you think will be the most important for you over the next 20 years of your life. How might you change the chart (the order of priority, change of issues)?

COVID-19

UNEMPLOYMENT

POPULATION
GROWTH

LACK OF
WATER




DISEASE

WAR

FOOD
POVERTY

FUEL
SHORTAGES

CRIME

 Cambridge Assessment International Education	 SANSKAR SCHOOL <i>The Revival of Tradition</i>	 INTERNATIONAL SCHOOL AWARDS 2018-2019
GRADE: 9	SUBJECT: GP	DATE: 18.04.2020
WORKSHEET NUMBER: 3	WORKSHEET TOPIC: Information skills (Analysis)	
INSTRUCTION (IF ANY):		

1. Activity:-

Read the extract below and identify the following:

- the topic (from the list of eight for the Individual Report)
- the issue
- the perspective
- the cause of the issue
- the consequence(s) of the issue
- the evidence used in the source

Inequality caused by the digital divide

Despite latest figures from the International Telecommunications Union (2015) indicating that global internet usage increased from 6.5 to 43 per cent between 2000 and 2015, at least four billion people in the developing world; Africa, India and parts of Asia, remain offline. This is a clear indication that the digital divide stills exist and causes considerable problems for the nations affected.

Those parts of the world where internet access is not an issue; the United States, Europe and Northern Asia, are all at an advantage both economically, educationally and socially. However, developing countries are often unable to invest in the technology that will enable their citizens to enjoy a reliable internet service. Both the initial start-up costs and the investment needed to maintain the service are too expensive for these countries. Consequently, developing countries are unable to develop. They are put at a competitive and economic disadvantage internationally, because if a country does not have internet access, schools are unable to develop the information and technology skills that pupils need, both for accessing information to help with their education whilst at school, and for future study and employment. Many universities and employers are looking for the ability to be able to use technology for accessing information and services. Businesses are also unable to carry out business online, which puts their companies at a substantial competitive disadvantage within the global market.

Reference

Statistics confirm ICT revolution of the past 15 years (2015) Press Release [Online],
http://www.itu.int/net/pressoffice/press_releases/2015/17.aspx#.VhpWQPIVikp (accessed 11/10/2105)

2. Activity:-

Copy out and complete an example form for analysing texts in the form on the next page after reading the article about **Demographic change**. This is an example article (attributed to a fictional author and source), but the citations and footnotes are genuine.

Rapid population growth brings its challenges

By Greta Birds

The human population is growing at an annual rate of approximately 77 million people per year¹. The countries responsible for this growth include India, China, Pakistan, Nigeria, Bangladesh and Indonesia and it is expected that by the year 2025, the global population will have reached 8 billion². This is due to improved health care, longer life spans, and reduced infant mortality. Because of opportunities for work, half of the world's population live in cities, which is putting a strain on services such as hospitals and schools. Another major change has been the ageing of the population. In 1999, 10 per cent of the world's population were over 60 years of age³. According to the United Nations, this figure will reach almost 2 billion by the year 2025⁴. This change will have extensive social and economic consequences, including issues to do with employment, pensions, and long-term health care. While once restricted to developed countries, concern for the consequences of ageing has now spread to developing countries. According to the Mission for Population Control, which promotes family planning in India, the only solution to what could be drastic environmental consequences if population growth continues, is family planning to control population growth so that standards of living for the poor can be improved.

(Fictional) Reference: Birds, G. (an example article), [Online], <https://areallygoodnewspaper.com> (accessed 25/11/2015).

¹ <http://www.un.org/ga/Istanbul+5/booklet4.pdf>

² <http://www.theguardian.com/global-development-professionals-network/2015/mar/16/2015-challenges-demographic-shifts-population-growth-youth-bulge-ageing>

³ <http://www.un.org/esa/population/publications/sixbillion/sixbilpart1.pdf>

⁴ http://www.un.org/esa/population/publications/bulletin42_43/weinbergermirkin.pdf

The table below shows a form you might consider using for analysing sources during class activities.

Title of source:				
Author:				
Reference:				
Date accessed:				
Issue(s)	Cause(s) of issue	Consequence(s)	Supporting evidence	Further research to do

3. Activity:-

Read the fictional article below, which is written as if from a national newspaper of a developed country.

Answer the following questions:

- 1 Is the issue of the digital divide being considered from a global or national perspective?
- 2 What are the causes, according to this article of a digital divide?
- 3 What are the consequences of the issues?
- 4 What evidence is used to support the arguments made?
- 5 Is this a relevant source for your Individual Report entitled, 'Does the digital divide only exist in developing countries?' Why?/Why not?

The digital divide is happening here

We keep hearing reports about the digital divide in the developing world. Forget the situation in Africa, what about the digital divide that is right under our noses, here in the developed world? According to the Royal Geographic Society (2015), there are approximately four million adults who live in social housing who don't use the internet.

Whilst the wealthy in society have the latest gadgets and are benefitting from advancements in technology, including being able to work from home thanks to technologies that allow for communication and collaboration, those without the means are struggling to pay for a limited connection and cannot afford to renew their technology every couple of years. This limits opportunities as between 75% and 95% of jobs require some use of a computer.




There is an increasing problem with the availability of languages other than English on the internet. This is causing a communication barrier for some communities within our country. This is especially an issue with schools trying to communicate with parents via technology. Often, it is the children who have the more developed English language skills and we cannot always trust they are communicating the right messages to their parents.

Finally, there is the issue of the digital divide between the older and younger generations and this is becoming increasingly an issue in communities where people never really found a use

for technology and therefore lack the skills or confidence to use the internet. Hospitals and doctors surgeries are now relying more on technology to communicate with patients, such as informing them when flu jabs are available. Those without the technology are finding it more difficult to access the support and care they need.

Reference

21st Century Challenges (2015) Royal Geographic Society [Online], <http://21stcenturychallenges.org/what-is-the-digital-divide/> (accessed 12/10/2015).

 Cambridge Assessment International Education	 <i>The Revival of Tradition</i>	
GRADE: 9	SUBJECT: GP	DATE: 23.04.2020
WORKSHEET NUMBER: 2	WORKSHEET TOPIC: Information skills (Synthesis)	
INSTRUCTION (IF ANY):		

Q1.

Read this section from an imaginary Individual Report.

'Can reducing greenhouse gas emissions globally help towards sustainable living?'

Here in China, we are becoming more and more worried about air and water pollution, not just for ourselves, but also for future generations. According to the Pew Research Centre (2013), who conducted face-face interviews with 3266 people earlier this year, anxiety about these issues has increased since 2008. Nearly half of those questioned rated air pollution as a significant concern; an increase of 16% since 2008, and 40% now feel that water pollution is a problem; an increase of 12%. Even though the information obtained was from a relatively small sample, considering that the population of China is almost one and half billion, it is a trustworthy source. The concerns are real and the Chinese government has expressed its desire to address them, even though the main cause of both air and water pollution is the Chinese government's preoccupation with economic growth (Balch, 2013).

Economic growth may have helped to reduce poverty, but it has brought with it the problems associated with an increase in carbon emissions; air and water pollution. As a result, the number of people wearing surgical masks has increased due to the thick layer of smog that lies over Beijing every morning and rarely disappears during the day. Many Chinese people are consequently concerned about their health and wearing these masks seems to be one way of breathing in less of the poison from the burning of fossil fuels. As a way of combatting these increasing carbon emissions, China is now considering dropping its rate of growth from 10% to 6%, firstly because a 10% rate of growth is almost impossible to maintain and secondly because these new problems like air and water pollution are dominating news programs across the country.

The global economy is very much dependent on fossil fuels for electricity. However, we need to find new technologies and cleaner, more renewable sources of fuel to cope with the world's energy demands. As well as encouraging businesses to think about the energy sources they use and to consider cutting carbon emissions, encouraging households to use renewable sources of energy like solar power will help protect the environment for future generations. Cash benefits could be given to households to encourage the adoption of solar power for domestic use. All countries need to work together to find ways of addressing the issues arising from the burning of fossil fuels to create a clean energy economy for a healthier world.

References:

Environmental concerns on the rise in China (2013) [Online], <http://www.pewglobal.org/2013/09/19/environmental-concerns-on-the-rise-in-china/> (accessed 13/10/2015).

Forget economic growth, we need real prosperity instead (2013), Balch. O. [Online],

<http://www.theguardian.com/sustainable-business/forget-economic-growth-real-prosperity-instead> (accessed 13/10/2015).

Identify the following from the section:

- | | |
|---------------------------|--------------------------------|
| a The issues | e Courses of action |
| b The perspectives | f Evaluation of sources |
| c Cause(s) | g Evidence |
| d Consequences | h References |




Q2.

- 1** Use a Notes/Thinking T-chart to record what you already know about the global topic of transport systems. Write the issues as notes in one column, and questions and observations in the thinking column.

Notes	Thinking

- 2** Add to these notes by finding three different sources of information about traffic congestion: newspaper article, video clip, charity website, etc.
- 3** Once you have made your notes, write out these sources as if for a reference list.
- 4** Depending on which referencing system you have used, check you have written your references out correctly by visiting a website about that referencing system.
- 5** Make any changes to your references that you need to as a result of any further information you have gained about referencing.
- 6** Ask your teacher to confirm that your references are correct.

Q3. Explain the difference between analysis and synthesis?

 Cambridge Assessment International Education	 SANSKAR SCHOOL <i>The Revival of Tradition</i>	
GRADE: 9	SUBJECT: GP	DATE: 01.05.2020
WORKSHEET NUMBER: 5	WORKSHEET TOPIC: Information skills (Planning)	
INSTRUCTION (IF ANY):		

1.

Action planning for Team Projects

Here is a short description of a possible Team Project. Try to complete the Team Project action planning form (with the exception of the teacher comment section) in the table on the next page.

You have decided to investigate the topic of **Human rights**, in particular, any issues relating to the rights of the **indigenous people** in your country. You want to explore how their different cultural perspective affects/influences their view of the rights they should have and how their perspective differs from yours and your schoolmates. Your aim in carrying out this project is to raise awareness in your school about these issues in order to promote greater understanding of the rights of the indigenous people and what can be done to help/support them.

Research activities include a visit to a community of indigenous people where you can learn more about the rich cultural heritage of the region and develop an understanding of the world view, traditional values and ways of knowing of the people. Activities planned include: walks, a tour of a cultural museum, a kayak trip, weaving workshops, and opportunities for informal discussion. Some primary research such as interviews can be conducted, You might also do some secondary research into government policies/archives, and the rights/treatment of indigenous people elsewhere.

Ideas for active project outcomes might include: the organisation of a Rights Awareness day with various cultural appreciation and human rights' awareness activities; an assembly video screening using footage/interviews from the visit to the community; an interactive lesson for younger pupils; a poster/series of posters to be placed around the school; a collage of pictures/text/poetry, bringing together the issues and what can be done to help.

TEAM PROJECT ACTION PLAN

Name: _____

Team members: _____

TEAM PROJECT IDEA _____

Task (What?)	Action (How?)	Group member (Who?)	Time needed (How long?)	Date for completion (When finished?)

Teacher Comment:

2.

Action planning for your Individual Report

Read both example extracts from action plans for example Individual Reports.

Give two strengths and one weakness of each.

Example 1

Name: Hans

Topic: Sustainable living

Question: Can reducing greenhouse gas emissions globally help towards sustainable living?

KEY TASK	ACTIONS	ESTIMATE OF TIME NEEDED	DATE FOR COMPLETION
1. Get Approval for IR title.	1. Draft title based on topic. 2. List reasons for choice of topic and question. 3. Make appointment with teacher to finalise title. 4. Identify possible problems in doing the research.	1. 30 minutes 2. 1 hour 3. 5 minutes; plus 15 minute consultation 4. 15 minutes	1. 2/9 2. 2/9 3. 3/9 for 4/9 4. 2/9
2. Identify local/national and global perspectives and research relevant sources using internet.	1. Book access to library computers for next two lunch times and check availability at home to shared family PC. 2. Discuss perspectives and issues with teacher. 3. Plan research. 4. Do research	1. 10 minutes 2. 15 minutes 3. 15 minutes 4. ??	1. 3/9 2. 4/9 3. 4/9 4. ??

Example 2

Name: Joanna




Topic: Sustainable living

Question: What are the effects of the growth of cities worldwide?




KEY TASK	ACTIONS	ESTIMATE OF TIME NEEDED	DATE FOR COMPLETION
1. Get Approval	See teacher as soon as possible.		
2. Start Research	Use tablet at home. Use computer room at school.	4 days 4 days	Next month Next month

3. Identify two things that need planning in order to carry out a team project.

4. Explain why you think planning your research is important.

 Cambridge Assessment International Education		
GRADE: 9	SUBJECT: GP	DATE: 17.05.2020
WORKSHEET NUMBER: 6	WORKSHEET TOPIC: Information skills (Questioning)	
INSTRUCTION (IF ANY):		




1. What is Questioning ?
2. Before creating questions what types of information you need to know and you are looking for ?
3. Explain How and Why questions are generally more difficult to answer than questions starting with what, where, who, which and When.
4. Explain why this question is a suitable question for an Individual Report: ‘Can reducing green house gas emissions globally help towards sustainable living’ ?
5. Why are questioning skills important ?

 Cambridge Assessment International Education		
GRADE: 9	SUBJECT: GP	DATE: 20.05.2020
WORKSHEET NUMBER: 7	WORKSHEET TOPIC: Information skills (Questioning)	
INSTRUCTION (IF ANY):		

1. Differentiate between Closed and Open ended questions.
2. What points a person should keep in mind while making an individual report questions.
3. Read the following text about the global topic of Employment. Answer the questions:
 - a) Give two reasons why it is good to have a job?
 - b) Explain which of these reasons for having a job is the most important.

Having a job is the most important way of reducing poverty, as not only does the money from working pay for accommodation, decent jobs give people a sense of pride as people feel that they are making a contribution to their family and community. Not having a job can lead to poverty and protests. Unemployment also leads to a rise in crime.

4. Activity:-

 Cambridge Assessment International Education		
GRADE: 9	SUBJECT: GP	DATE: 22.06.2020
WORKSHEET NUMBER: 9	WORKSHEET TOPIC: Critical Thinking- Reasoning	
INSTRUCTION (IF ANY):		

1- Define :- a) Critical thinking




b) Reasoning

c) Argument

2- Give reason why being able to develop a line of reasoning is a useful skill.




3- Explain why it is important to support reasoning with evidence.

4- While evaluating any argument what we should check?

 Cambridge Assessment International Education		
GRADE: 9	SUBJECT: GP	DATE: 24.06.2020
WORKSHEET NUMBER: 10	WORKSHEET TOPIC: Critical Thinking- Reasoning	
INSTRUCTION (IF ANY):		

1- What is counter-argument?

2- Make a flow chart on Developing an argument.

 Cambridge Assessment International Education		
GRADE: 9	SUBJECT: GP	DATE: 29.06.2020
WORKSHEET NUMBER: 11	WORKSHEET TOPIC: Critical Thinking- Evidence	
INSTRUCTION (IF ANY):		

1- Define:- a) Evidence




b) Prejudice

c) Vested- Interest




2- Write two types of evidence with example.

3- Identify one thing you should consider when choosing sources of information from internet.




4- Explain why you might need cross-reference information.

 Cambridge Assessment International Education		
GRADE: 9	SUBJECT: GP	DATE: 01.07.2020
WORKSHEET NUMBER: 12	WORKSHEET TOPIC: Critical Thinking- Evidence	
INSTRUCTION (IF ANY):		

- 1-What does a reliable source of information mean to you?
- 2- How do you know if a source is reliable or not?
- 3- Why is it important to identify reliable sources of information?
- 4- List two reliable sources of information you have found recently. Why do you think they are reliable?
- 5- Make a table of choosing a source of information given on pg no-62.

 Cambridge Assessment International Education		
GRADE: 9	SUBJECT: GP	DATE: 06.07.2020
WORKSHEET NUMBER: 13	WORKSHEET TOPIC: Critical Thinking- Claims	
INSTRUCTION (IF ANY):		

- 1- Define Claims.
- 2- Identify three ways of testing a claim.
- 3- Explain why it is important to support claims with evidence.
- 4- Give four reasons why people believe in claims?

 Cambridge Assessment International Education		
GRADE: 9	SUBJECT: GP	DATE: 08.07.2020
WORKSHEET NUMBER: 14	WORKSHEET TOPIC: Critical Thinking- Claims	
INSTRUCTION (IF ANY):		

1- Make a flow chart of testing claims.

2- Read the following claim:-




“ Travelling by train costs more than it did twenty years ago”.

Write down how you might test this claim.




3- Imagine that you want to make the claim that a specific Sports team is the best in the world.

You can choose any sports team you like, for example a football or rugby team.

- I. Find some evidence to support your claim.
- II. Cross –reference this evidence with another source of evidence.
- III. Write a short paragraph to answer the questions:
 - a. Who are the best team in the world?
 - b. Why are they best team in the world?
 - c. What evidence is there to support your claim?
 - d. How reliable is this evidence?

 Cambridge Assessment International Education		
GRADE: 9	SUBJECT: GP	DATE: 13.07.2020
WORKSHEET NUMBER: 15	WORKSHEET TOPIC: Revision	
INSTRUCTION (IF ANY):		

- 1- State some types of information you need while asking questions.
- 2- Explain why this question is a suitable question for an individual Report:-
‘Does demographic change effects the climate’?
- 3- What is a command word?

 Cambridge Assessment International Education		
GRADE: 9	SUBJECT: GP	DATE: 15.07.2020
WORKSHEET NUMBER: 16	WORKSHEET TOPIC: Revision	
INSTRUCTION (IF ANY):		

1- Practice exercise given on pg no- 98- (Activity- 2.35) pg no-101 (Activity -2.40).