

 Cambridge Assessment International Education		
GRADE:10	SUBJECT: Global Perspectives	DATE: 26 <sup>th</sup> March, 2020
WORKSHEET NUMBER:1	WORKSHEET TOPIC: Employment	
INSTRUCTION (IF ANY):		

### Source 1: Vulnerable employment

Vulnerable employment refers to low-skilled jobs with low pay and poor working conditions. People employed in this type of work often lack employment rights and may lose their jobs easily.

The table below shows the percentage of workers in vulnerable employment in some areas of the world in 2018.

Area	Percentage of workers in vulnerable employment
North Africa	30.4%
East Asia	31.1%
East Europe	10.6%
South-east Asia	46.1%
Latin America and Caribbean	32.1%

### Source 2: The benefits of good working conditions

On average, people spend about a third of their time at work. Therefore it is important that working conditions are good.

Good working conditions can provide people with personal development opportunities and protection from dangers at work. Good working conditions can also improve social relations and the self-esteem, health and well-being of employees.

Workers should have access to training and other benefits such as health advice. All governments should aim to have highly skilled, productive workers with job satisfaction, otherwise businesses and the economy will suffer.

### Source 3: Older people should continue to work

I represent a group of older people in your area. Did you know that by 2050 there will be about 2 billion people aged over 60 in the world? Many of the older people in my group are working past their retirement age. Some of them cannot afford to retire and working allows them to keep their social life and it also prevents loneliness.

Adults of all ages should be encouraged to work. I heard Professor Chau on television saying that people should continue to work as they get older in order to keep their brains active. The older generation can also pass their skills to the younger generation. This will save money on training for industries and businesses. It will help build a strong country.

Young people should not worry that there will be fewer opportunities for them; they can work in the new technology which is taking over the world. Older people do not use social media as much as young people so they are not competing for these jobs.

*Extract from a speech at a conference on employment*

**Source 4: A student discussion about employment**

**Susanna**

Older people working? That sounds dangerous! They will have accidents and they will be away from work longer because they take longer to recover. What happens when their eyesight or memory fails?

I believe that young people like me should be given a chance as we are able to work longer hours and adapt to changes. Young people have just finished school or college so their minds are fresh and full of information.

I will not be able to find work next year if there are no vacancies because all the old people are working. Old people should retire, stay at home and be looked after by their families.

**Ryan**

I really disagree as you seem to think that all old people who work do not do their job very well or that they will be ill.

My grandfather still works and he is 75 years old. He even travels 15 kilometres to his workplace near the city. He enjoys the challenge of work and when we see him at family gatherings he is always happy and active. He told me that one day, when the managers wanted some people to work longer hours for a big project, 20 workers volunteered and nearly all of these were people over the age of 60. Helping the business did not seem important to the younger workers.

Next week he will be training new employees. He feels important and his managers value him. When I am old I would like to be just like him, confident and enjoying life.

Read the information in the accompanying Resource Booklet and answer **all** questions.

**1** Study Sources 1 and 2.

- (a) Identify the area with the highest percentage of workers in vulnerable employment, from Source 1.

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- (b) Identify **two** benefits of good working conditions, from Source 2.




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 <b>Cambridge Assessment International Education</b>		
GRADE: 10	SUBJECT: Global Perspectives	DATE: 2 <sup>nd</sup> April, 2020
WORKSHEET NUMBER:2	WORKSHEET TOPIC: Individual Report	
INSTRUCTION (IF ANY ):	All the students are supposed to post the work done on whats app everyday.	

1. Write an individual report on the topic of your choice. The topics are as following.

- (i) Belief System
- (ii) Biodiversity and Ecosystem Loss
- (iii) Changing Communities
- (iv) Digital World
- (v) Family
- (vi) Humans and Other Species
- (vii) Sustainable Living
- (viii) Trade and Aid

Write an Individual Report as per the guidelines given below.

- Choose any one topic and Frame a global question.
- Write introduction: A brief explanation of the question and some reasons for the choice of topic and question, for example personal interest or local relevance. A brief identification of the issue to be discussed. (100-150 words).
- Take two issues
  - Global perspectives, national perspectives, explanation and comparison of causes and consequences
  - Formulation of possible courses of action (550-600 words each)
- Evaluation of sources of information- Analysis and evaluation of the strengths and weaknesses of the sources in supporting the arguments made. (275-300 words)
- Conclusion- A supported conclusion that clearly answers the question set as the title of the report. Brief consideration of the issues and perspectives and evaluation of the strengths and weaknesses of the courses of action resolve the issue. (125-150 words)
- Reference List- A list of sources used within the individual Report.



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2 Study Source 4.

(a) Identify **one** opinion from Source 4.

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(b) Identify **one** prediction from Susanna’s statement.

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(c) Explain why Susanna’s statement might be biased.

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 Cambridge Assessment International Education		
GRADE: 10	SUBJECT: GLOBAL PERSPECTIVES	DATE: 16 <sup>th</sup> April, 2020
WORKSHEET NUMBER:4	WORKSHEET TOPIC: Globalisation	
INSTRUCTION (IF ANY):	Submit your work on time	

### Source 1

Countries across the world are becoming more connected and more dependent on each other. This is globalisation.

Causes of globalisation		Consequences of globalisation
Faster communication		More international cooperation
Improved transport		Access to food from other countries
More free trade		Experience of other cultures
New technology		Growth of multinational companies

### Source 2

One of the main consequences of globalisation is rapid change. Most research has shown that the pace of change is increasing.

The rise of digital technology has improved communication – faster and better quality. Social media connect people across the world very quickly. We can share ideas, perspectives and culture very cheaply and at the touch of a button.

Financial trading happens instantly through computers. Improved transport means people and products can move quickly to all parts of the world.

### Source 3: Globalisation is good for everyone

A recent report from an international organisation says globalisation is good for everyone.

Globalisation can create economic and social development for people in all countries. The movement of people, goods and services increases trade and creates wealth. More jobs are available and economies improve. Governments will have more money to spend on schools and hospitals.

The sharing of technological developments will help everyone. International collaboration will help to solve world problems like poverty and disease.

Learning about other cultures makes people more respectful. Conflict and war may be

prevented. *Extract from a newspaper article published in Africa in 2016*

#### **Source 4: A television debate about globalisation**

##### **Brigita**

Globalisation brings many dangers. It does not help us.

My father lost his job on a farm when tractors were introduced. He loved working outside in the fields. Now he can only get work in a factory. He did not like this change.

Recently people have started arriving from overseas. They take our jobs and take over our shops. You only hear foreign voices in the streets. Schools and hospitals have become overcrowded. This cannot be right. Migration should be stopped.

We will lose our heritage and culture – our way of life is better than other people's and must be preserved at all costs.

##### **Davor**

I am sorry but I do not agree. Globalisation and the movement of people will bring greater wealth to many people.

Our old jobs were hard and did not pay well. New machines from abroad have increased the number of things we can make and therefore our profits. Wages are rising and I can now send money to support my elderly parents who do not have a pension.

There are many new opportunities for education as the government can afford more schools and universities. There may be some costs and change is difficult at times, but globalisation improves our lives and takes us out of poverty.

The study by Professor Anya on migrants this year shows how they give more money to us than they take away. The Open Borders organisation supports migration between countries. They say that the movement of people brings workers and skills for jobs that local people cannot do.

The World Trade Organisation highlights the benefits of global trade, sharing knowledge and the free movement of people between different countries. The International Monetary Fund encourages cooperation between countries to support development. Globalisation brings many benefits.

Read the information in the accompanying Resource Booklet and answer **all** questions.

**1** Study Sources 1 to 3.

**(a)** What is meant by globalisation?

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**(b)** Identify **two** causes of globalisation, from Source 1.

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**(c)** Which cause of globalisation do you think is the most significant? Explain why.




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**(d)** Explain **one** local and **one** national consequence of globalisation.

Local consequence .....




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 <b>Cambridge Assessment</b> International Education		
GRADE:10	SUBJECT: Global Perspectives	DATE: 20th April, 2020
WORKSHEET NUMBER:5	WORKSHEET TOPIC: Migration	
INSTRUCTION (IF ANY ):		

**Answer the following questions.**

1. How are the destination country's citizens challenged by immigrants?
2. Do you think migrants take away the jobs of native citizens?
3. What are the positive aspects of the migrant community in urban areas?
4. What is the impact of Covid-19 on international migration?

 <b>Cambridge Assessment</b> International Education		
<b>GRADE:10</b>	<b>SUBJECT: Global Perspectives</b>	<b>DATE: 27<sup>th</sup> April, 2020</b>
<b>WORKSHEET NUMBER:6</b>	<b>WORKSHEET TOPIC: Migration</b>	
<b>INSTRUCTION (IF ANY ):</b>		

1. write a note on the Indian labourers migrants plying to their native places in the situation COVID-19.
2. How has the internal and external migration been affected by COVID-19?
3. It is surprising that people started moving to the rural areas. Write a note.

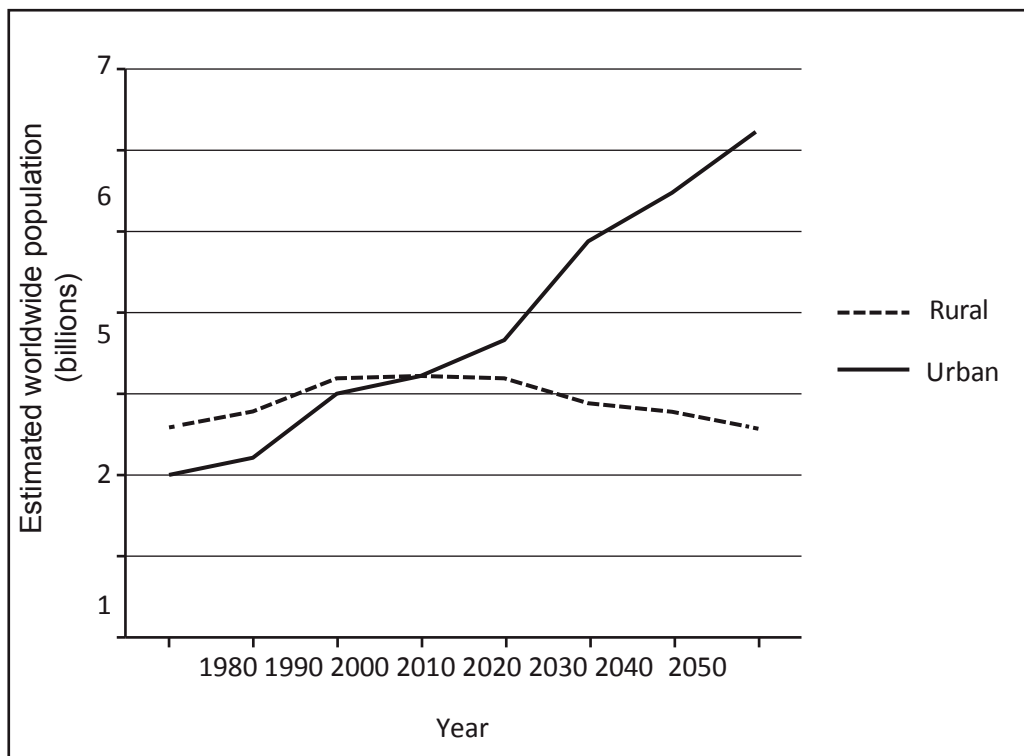
**UNIT ASSESSMENT-1 SESSION 2020-2021**  
**GRADE- IGCSE YEAR-2**  
**SUBJECT-Global Perspectives**  
**DATE OF ASSESSMENT-7<sup>th</sup> MAY 2020**

<b>TIME: 1 HOUR</b>		<b>MAXIMUM MARKS: 20</b>									
<b>NAME</b>											
<b>MARKS OBTAINED</b>	<b>Q.1</b>	<b>Q.2</b>	<b>Q.3</b>	<b>Q.4</b>	<b>Q.5</b>	<b>Q.6</b>	<b>Q.7</b>	<b>Q.8</b>	<b>Q.9</b>	<b>Q.10</b>	<b>TOTAL</b>
<b>GENERAL INSTRUCTIONS:</b> This question paper consists of 09 number of pages All questions to be attempted. Marks are indicated against each question.											

**Source 1: Trends in urban and rural populations**

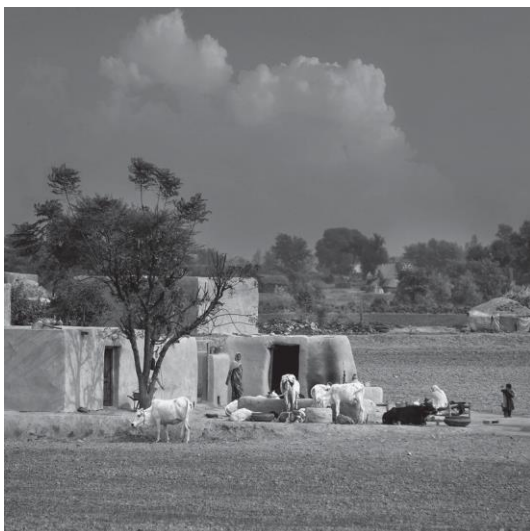
The term 'urban' is used to describe towns and cities, which usually have large populations. The term 'rural' is used to describe areas in the countryside, which usually have smaller populations.

The graph below shows estimated population change in urban and rural areas worldwide between 1980 and 2050.





## Source 2: Movement from rural to urban areas



Rural area



Urban area

People move from rural to urban areas for many reasons. They often want to improve their standard of living by finding a well-paid job. In urban areas there are better opportunities for housing, education and healthcare. Cities also offer better leisure and entertainment facilities.

Today, about half of the world's population live in urban areas, which has caused overpopulation in many cities. There are now over 400 cities with more than a million people. If cities become overpopulated this can cause crime, encourage the spread of disease and put pressure on local services like education and healthcare. This also causes problems for rural areas like depopulation, increased poverty, and fewer facilities.

*Extract from an article about rural to urban migration*

## Source 3: Investing money in cities

I believe governments must spend more money improving cities.

Eighty per cent of families in rural areas work in farming. Food markets in towns and cities offer opportunities for local farmers. But those families who do not have land or any other source of income are often very poor. If more money is invested in cities they would become more attractive to these families.

By 2050, 67 per cent of the world's population will live in towns and cities. But this will bring congestion, overcrowding and higher prices for housing. More money is needed to solve these problems.

About one billion people live in slums on the edges of cities, with limited access to basic services (World Bank, 2013) and this number is expected to rise to two billion by 2030 (United Nations). Cities add to global energy use and gas emissions. Despite this, if cities are well managed they might be better places to live in.

*Extract from a blog about government spending*

**Source 4: Views from young people about moving from rural areas to cities Ni Lui**

I do not agree that people should move away from where they were born. My teacher told us that 70 young people left our village this year and half of them left to find work. She said that soon there will be no new generations in our village and our traditions will die out.

My parents have lived in this village all of their lives, just like their parents and grandparents did. They have been very happy here. They have taught me everything they know about the village history. My father runs a business here and if too many people leave the village his business may have to close. I would also like my own children to grow up here.

**Putu**

As soon as I finish school I want to go to live in the nearest city. Life there is more exciting. If I am lucky, I may be able to go to university there next year. My two younger sisters are living at home so they can help with the family. Finding a part-time job will be very easy because I have excellent computer skills. This means that I will be able to send some money back to my family to help them.

I have some relatives in the city. I can stay with them for a while and they will teach me how to survive in a city.

Read the information in the accompanying Resource and answer **all** questions.

**1** Study Sources 1 and 2.3

**(a)** Identify the trend in worldwide urban population, from Source 1.

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**(b)** Identify **two** reasons why people move from rural to urban areas, from Source 2.

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**(c)** Which reason for people moving from rural to urban areas do you think is the most significant? Explain why.

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**3** Study Source 4.

**(a)** Identify **one** fact from Source 4.

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**(b)** Identify **one** prediction in Putu’s statement.

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**(c)** Explain why Ni Lui’s statement might be biased.




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 <b>Cambridge Assessment</b> International Education		
<b>GRADE:10</b>	<b>SUBJECT:Global Perspectives</b>	<b>DATE: 30<sup>th</sup> May,2020</b>
<b>WORKSHEET NUMBER:8</b>	<b>WORKSHEET TOPIC: Team Project</b>	
<b>INSTRUCTION (IF ANY ):</b>		

1. Make a team project on the topic of your choice

- Conflict and peace
- Disease and health
- Human rights
- Language and communication
- Poverty and inequality
- Sport and recreation
- Tradition, culture and identity
- Water, food and agriculture




2. After completing the outcome write the reflective paper.

 <b>Cambridge Assessment</b> International Education		
GRADE: 10	SUBJECT: Global Perspectives	DATE: 22 <sup>nd</sup> June, 2020
WORKSHEET NUMBER:10	WORKSHEET TOPIC: Transportation	
INSTRUCTION (IF ANY ):	Post the work on google classroom	




1. How is transportation affecting the environment? Write the courses of action to prevent environmental degradation.

2. Modern transport system has turned the whole world in a global village. Explain positive and negative facts about it.




3. How has transportation affected the global economy?

 <b>Cambridge Assessment</b> International Education		
GRADE: 10	SUBJECT: Global Perspectives	DATE: 27 <sup>th</sup> June, 2020
WORKSHEET NUMBER:10	WORKSHEET TOPIC: Transportation	
INSTRUCTION (IF ANY ):	Post the work on google classroom	




1. Explain the local perspectives of Traffic system.
2. Pick a topic of transportation ad prepare a case study.

 <b>Cambridge Assessment</b> International Education		
<b>GRADE: 10</b>	<b>SUBJECT: Global Perspectives</b>	<b>DATE: 29<sup>th</sup> June, 2020</b>
<b>WORKSHEET NUMBER:11</b>	<b>WORKSHEET TOPIC: Transportation</b>	
<b>INSTRUCTION (IF ANY ):</b>	Post the work on google classroom	




Q.1 Write the national and local perspectives of the poor parking practices of vehicles.

 <b>Cambridge Assessment</b> International Education		
<b>GRADE: 10</b>	<b>SUBJECT: Global Perspectives</b>	<b>DATE: 1<sup>st</sup> July, 2020</b>
<b>WORKSHEET NUMBER:12</b>	<b>WORKSHEET TOPIC: Transportation</b>	
<b>INSTRUCTION (IF ANY ):</b>	Post the work on google classroom	

What are reasons of increasing no. of air travelers? Explain.

 <b>Cambridge Assessment</b> International Education		
<b>GRADE: 10</b>	<b>SUBJECT: Global Perspectives</b>	<b>DATE: 6<sup>th</sup> July, 2020</b>
<b>WORKSHEET NUMBER:13</b>	<b>WORKSHEET TOPIC: Transportation</b>	
<b>INSTRUCTION (IF ANY ):</b>	Post the work on google classroom	

Indian water ways and how are they helping in the development of nearby regions. Write with the help of examples.

 Cambridge Assessment International Education		
GRADE: 10	SUBJECT: Global Perspectives	DATE: 9 <sup>th</sup> July, 2020
WORKSHEET NUMBER:14	WORKSHEET TOPIC: Transportation	
INSTRUCTION (IF ANY):	Post the work on google classroom	

### Source 1: Data

Two main types of international transport are by air and sea. Global international travel is changing. This is shown in the table below.

**Table 1 – Approximate number of air passengers (in billions) worldwide, 1990–2020**

Year	By air
1990	1.1
2000	1.8
2010	2.6
2020 (estimated)	3.8

### Source 2: International travel is changing

International travel is rapidly changing and with this there will be consequences – economic, social and cultural.

For example, technological change has enabled larger and more fuel-efficient ships to be built. As a result, the transportation of people by ship has increased. Improvements in technology are also taking place in other forms of international transport.

At the same time, people in many parts of the world are becoming richer and enjoying higher levels of education. In addition to this the media and the internet have increased awareness of other cultures and different environments. For example television documentaries about world wildlife are shown in many countries.

All of these reasons mean that people are more interested in international travel and holidays than in the past.

*Extract from an article in a travel magazine*



### **Source 3: International travel has benefits**

International travel has many benefits, including trade and tourism. We should celebrate the opportunities that international trade and tourism bring to everyone.

Trade between nations is increasing. The United Nations provides many statistics that prove this point. It now costs less to travel long distances than in the past. This brings new wealth and prosperity by providing employment to many people. Governments also have more income from taxes to spend on health and education.

Tourism is wonderful. We can have holidays in different countries and learn about other cultures. This encourages tolerance and respect for other perspectives and ways of life. I have seen this in my work as a manager in the tourist industry.

*Extract from a website promoting tourism*

### **Source 4: Internet reviews of a**

#### **tourist attraction Miguel**

Everyone should visit the castle. It's easy to get there and open to everyone all year. I think this place is brilliant and was the best part of our trip. I learnt a lot about the history of northern Africa and its trade between countries. I didn't know pirates were so common until I came to the exhibition. It was very educational. Everyone who visits will learn a lot.

The people in costumes at the castle displayed local customs, crafts and dances from the past and present. You could pay to see a show about what life was like and how it has changed. It was expensive but worth it. Learning that some people still eat insects made me feel sick!

My mother thinks that the castle is great too.

#### **Donna**

The castle is really interesting to see – but don't go! It needs to be protected from tourists invading the place. Busloads of people arrive every day, taking photos, buying gifts and spoiling the atmosphere. They block the roads around my house.




Too many feet are causing damage to the building and its environment – the site needs protection from so many people. Some tourists are scratching their names on the castle walls.



The effect of light and moisture is causing damage to historical paintings and documents. Even one of the guides said that the paintings will be destroyed soon. This is like the damage done to the prehistoric cave paintings in France where people now have to look at copies and they limit the number of visitors.

The way of life of local people is also threatened. The show about the local culture may provide employment, but the material is stereotyped and misleading. The damage to my local community by this type of activity is being studied by the company I work for.

1. Identify the trend in the number of people travelling by air between 1990 and 2020 shown in Source 1.
2. Identify two causes from Source 2 for the change in the number of international passengers.
3. Which cause of the change in the number of international passengers do you think is the most important? Explain why?
4. Explain one global and one local consequence of the change in the number of people travelling by air.

 <b>Cambridge Assessment</b> International Education		
GRADE:10	SUBJECT: Global Perspectives	DATE: 13 <sup>th</sup> July, 2020
WORKSHEET NUMBER: 15	WORKSHEET TOPIC: Transportation	
INSTRUCTION (IF ANY ):		

2. Study Source 3.

(a) How well does the author use evidence to support the claim that ‘international travel has many benefits’?




(b) ‘It now costs less to travel long distances than in the past.’ How could you test this claim? You may consider the types of information, sources of evidence or methods you might use.

3 Study Source 4.

(a) Identify one prediction from Source 4.

(b) Why might Donna’s statement be biased?

(c) Identify one opinion in Miguel’s statement. Explain why this is an opinion.

 <b>Cambridge Assessment</b> International Education		
<b>GRADE:10</b>	<b>SUBJECT: Global Perspectives</b>	<b>DATE: 15<sup>th</sup> July, 2020</b>
<b>WORKSHEET NUMBER: 16</b>	<b>WORKSHEET TOPIC: Transportation</b>	
<b>INSTRUCTION (IF ANY):</b>		

Study source 4

1. Which argument is more convincing, Miguel's or Donna's?

Your answer should consider both arguments, and you should support your point of view with their words. You should also consider:

- the strength of their reasoning and evidence
- their use of language
- different types of information.

Study Sources 1–4.

2. A government report concludes that a historical site is being destroyed by tourists.




The following actions are being considered to protect the site for the future:

- restrict the number of tourists visiting the site
- increase the cost of transport and entry to the site
- close the site completely and create a protected area.




Which one of these actions would you recommend to the government, and why?

In your answer you should:

- state your recommendation
- give reasons to support your choice
- use the material in the Sources and/or any of your own ideas
- consider different arguments and perspectives.

 <b>Cambridge Assessment</b> International Education		
<b>GRADE:10</b>	<b>SUBJECT: Global Perspectives</b>	<b>DATE: 5<sup>th</sup> August, 2020</b>
<b>WORKSHEET NUMBER: 17</b>	<b>WORKSHEET TOPIC: Migration</b>	
<b>INSTRUCTION (IF ANY ):</b>		

1. Who are Rohingyas?
2. Why were they treated unequally in Myanmar?
3. What were the reasons of their migration?
4. Which countries were affected by the migration of Rohingyas?

 <b>Cambridge Assessment International Education</b>		
<b>GRADE: 10</b>	<b>SUBJECT: Global Perspectives</b>	<b>DATE: 10<sup>th</sup> August, 2020</b>
<b>WORKSHEET NUMBER:18</b>	<b>WORKSHEET TOPIC: Migration</b>	
<b>INSTRUCTION (IF ANY):</b>	<b>Post the work on google classroom</b>	

### Case Study: Transmigration in Indonesia

Indonesia, made up of a collection of 13677 islands over 3000 miles long, is found in the South China Sea to the north of Australia (see Fig 1). It has an equatorial climate and most of the islands are covered by Tropical Rainforest vegetation.

**Fig 1. Migration in Indonesia**



Most of Indonesia's 200 million people live on Java, Bali, Lombok and Madura which make up the densely-populated core area. Java has 60% of the country's population in 7% of its area and it is here that the capital, Jakarta, is found. The four main islands all have fertile, volcanic soils which are ideal for intensive, subsistence, rice cultivation.

Transmigration i.e. the movement of people from the densely populated core to the outlying islands, was first started one hundred years ago, in colonial times, by the Dutch authorities and has continued throughout the century. Its main aims have been:

- to encourage a more balanced distribution of population within the country .
- to reduce population pressure in the core by moving people to the peripheral islands.
- to improve living standards for the migrants

Between 1900 and the country's independence in 1949 over half a million people were moved. Despite various governments since then setting quite high targets only a further two million people have been moved.

The scheme offers:

- free transport to the new area.
- free land allocation of two hectares.
- free housing in the new area.
- free equipment, fertilisers etc. and enough food to keep the family going until the first harvest.

There have been several issues associated with transmigration in recent years:

- It is very costly and over £200 million has been loaned by the World Bank so far to help with the scheme. Many people feel that its limited success does not justify this spending. Its impact on Indonesia's population problems has been minimal. In the 1980s, Java's population increased by 18% in spite of out-movements. In 1995 the country's population was growing by 3.2 million per year! This is more than the entire number of people who had moved out from the core in the whole of the transmigration movement. Also, up to 20% of the migrants have since returned home because of problems in the new areas.
- Many people are alarmed at the effects on the environment. Over 120 million hectares of Tropical Rainforest have been felled to create land for the new settlers. Soil erosion and soil exhaustion also occurred once the delicate balance of the Tropical Rainforest ecosystem has been disturbed.
- There have been conflicts between the immigrants and the local residents because:
  - (i) Traditional farmers are worried that the incomers will take over their area and destroy their way of life. They also complain that the new settlers are given more financial help than they receive.
  - (ii) Local shifting cultivators have had to move as their land is being used by the newcomers.

However, transmigration has brought some advantages.

- Improved infrastructure on the peripheral islands, e.g. better roads, more schools and health facilities, although in many areas they are still not adequate for the numbers of people who actually live there.
- People from the core who had no land or jobs now have a future in their new homes.
- Some spontaneous migration to the outer islands has been stimulated.

In the future, transmigration policy will probably focus on providing rural infrastructure to attract people and encourage migration and less on large-scale organised schemes. It may be better for the country to try to solve the problems linked with its rapid population growth by more family planning programmes, intensifying agricultural production, developing the country's plentiful oil and gas reserves and industries, rather than by organised transmigration.

1. Write the predictions given in the source.
2. Identify any two facts from the source?



GRADE: 10

SUBJECT: Global Perspectives

DATE: 17<sup>th</sup> August, 2020

WORKSHEET NUMBER:19

WORKSHEET TOPIC: Migration

INSTRUCTION (IF ANY):

Post the work on google classroom

**Case Study: Long distance commuting in Australia**

Long distance commuting (LDC) may be defined as: "employment in which the work is so isolated from the workers' homes that it is impossible to travel there daily, and so food and accommodation are provided for workers at the work site. Schedules are established whereby employees spend a fixed number of days working at the site, followed by a fixed number of days at home."

Examples of LDC may be found in the UK, involving workers on the North Sea oil-rigs and also in Canada, Australia etc.

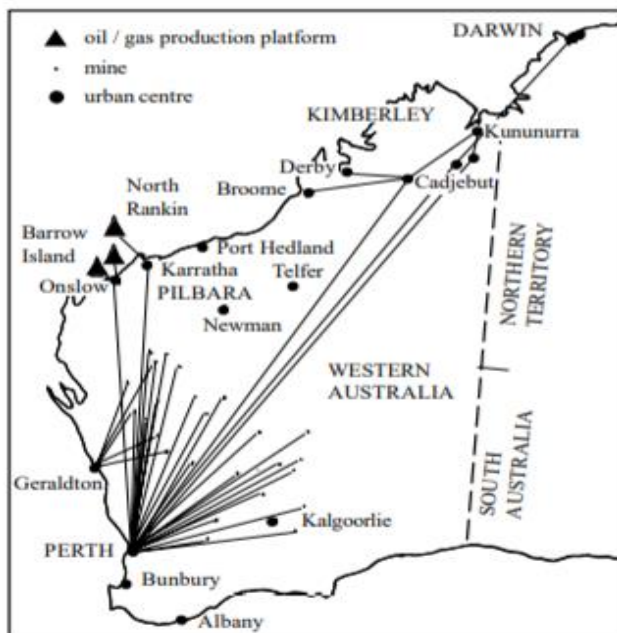
LDC has increased recently because:

- there is an increasing demand for new supplies of minerals and some of these are in remote, inhospitable areas away from a suitable, local labour supply.
- air transport has improved e.g. small, fast, fuel-efficient aircraft, which has made LDC a financially viable and practical proposition.
- improved tele-communications has meant that remote areas can be kept in close contact with the headquarters of the operations.

LDC is common in Western Australia, (see Fig 4), where it offers many advantages to the operating company:

- 1 It is more cost-effective to set up a temporary settlement, especially if the life of the mine is uncertain or likely to be short, rather than build a more permanent settlement which would need family dwellings, schools etc.
- 2 In Australia companies have to pay taxes to the government if they give their workers fringe benefits such as low cost, permanent accommodation but not if the accommodation is temporary and their employees commute to the work area.

**Fig 4. Long distance commuting in Western Australia**



- 3 If the settlements are permanent, the companies are also expected to provide and finance some of the necessary infrastructure e.g. roads, electricity supply etc..., which can be costly.
- 4 LDC gives greater flexibility to the companies. It is much easier to close down a mine for whatever reason if there is no permanent settlement attached to it. Less upheaval for the workers and families would also be involved.
- 5 Companies which use LDC find that there are often better labour relations with their workers. This is because:
  - many of the workers are not married, or if they are, there is no family friction caused by e.g. working late etc.
  - regular rest periods give the workers a break from the work environment and so grievances against the management do not build up.

There are also advantages for the long-distance commuters:

- 1 The families of such workers do not have to move house each time the location of the father's work changes, and so there is limited upheaval in children's lives and education.
- 2 Many workers find that the extra income earned by working for companies using LDC, and the longer concentrated rest periods, more than compensate for the long hours and spartan living conditions. The main social burden often falls on the workers' wives who have to cope with raising a family when their husbands are away for extended periods. However, they do not have to move house or live long distances from the luxuries of city life.

LDC also means that it is less expensive for the local authorities where the mining is taking place as they do not need to build schools and permanent facilities for the newcomers.

However, one of the major criticisms of LDC is that there are few, if any, benefits for the region in which the mining is taking place because:




- most workers at the mines are long-distance commuters and there are few jobs for the local population.
- supplies for the workers, such as food, tend to be brought in so there is no extra local trade.

This lack of local benefits and involvement is a concern in areas with poor economic prospects or where there are large numbers of aborigines. Resentment may result, as the locals can see people from outside the area benefiting from their resources, and sometimes disturbing the local environment, causing pollution etc., whilst giving little back in return.

The future of LDC may be more in the LEDCs where lack of suitable local labour and technical know-how may favour its usage. In 1993, Queensland, in the Northern Territory of Australia, became an important base for flying workers one hundred kilometres northwards to the gold mines in New Guinea.



1. What are the local and national consequences of increases long distance commuting?
2. Why is the growth of LDCs is an important local issue?
3. Most workers at the mines are long distance commuting. There are a few jobs from the local population. How could you test this claim? You should consider the types of information, sources of evidence or methods you might use.

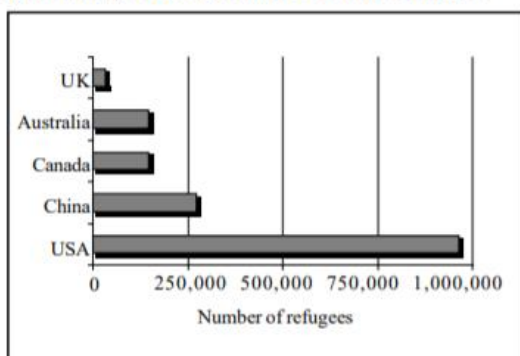
 <b>Cambridge Assessment International Education</b>		
<b>GRADE: 10</b>	<b>SUBJECT: Global Perspectives</b>	<b>DATE: 19<sup>th</sup> August, 2020</b>
<b>WORKSHEET NUMBER:20</b>	<b>WORKSHEET TOPIC: Migration</b>	
<b>INSTRUCTION (IF ANY):</b>	<b>Post the work on google classroom</b>	

### Case Study: Vietnamese Boat People

The Vietnamese war (1957 to 1975) was a conflict between the people of South Vietnam, supported by the USA and capitalist countries, and those of the north supported by the USSR and communist countries. In 1975, the communists overran Vietnam, and one of the largest mass-migrations of all time started from south Vietnam.

Since then two million refugees have migrated to settle in over twenty five different countries. Most of these people moved by sea and so were termed 'boat people'. It was not cheap to leave on a boat and many of them were the richer professionals who could afford to pay. Some of the boat people, in their very overcrowded vessels, were picked up by foreign ships. Others landed in nearby south east Asian countries such as Malaysia, Thailand and Hong Kong, where they were housed in refugee camps whilst awaiting a decision on their future. Many then moved to live in East ern Europe, Middle Eastern countries, the USA, China, Canada, Australia and the UK. (see Fig 3).

**Fig 3. Leading receiving areas for Vietnamese refugees**



Once living in these countries the immigrants often suffered from various problems as they had been subsistence rice-farmers at home. They often did not have the necessary job skills for the new countries and were unused to their climates and customs.

The first wave of around half a million migrants were political refugees. Many feared for their lives, especially those who had been active in the war, under the new regime. They were subjected to:

- political persecution from the communist government.
- a clampdown on capitalist activities
- racial persecution, as the new government had a poor relationship with China which affected the large ethnic Chinese community in Vietnam.

However, since 1979, more and more of those leaving have been lower and middle class ethnic Vietnamese. These 'economic migrants' wanted a better way of life than the traditional farming economy at home. Conditions in Vietnam were worsened by natural disasters such as in the early 1980s there were several typhoons and food shortages. It has been said that the first migrants were pushed but later ones were pulled!

In 1989 there was an international meeting in Geneva to plan the future of these Vietnamese refugees. It was suggested that future emigrants should be screened as to the exact reason for wanting to leave their country and only true refugees should be allowed to leave. Several suggestions have been made on what should happen to the refugees who are still in over-crowded camps in various south east Asian countries such as Hong Kong.

#### A. Forcible Repatriation:

Vietnamese in Hong Kong who do not have true political status are being told that they must return home. In 1989, shortly after the Geneva meeting, there were negotiations for the forcible repatriation of some of the economic migrants but there were many international objections to such measures. There was one airlift of 51 people in December 1989 and also voluntary repatriation of about 2000 people. These measures acted as a short-term deterrent and immigration figures went down, but increased again when the immigrants thought that mandatory repatriation was not going to occur on a large-scale. By the early 1990s boatloads of illegal emigrants were once again reaching other south east Asian countries and being towed back out to sea.

#### B. Improve conditions in Vietnam:

Some people would be happy to return home if they felt that their futures were secure. The government is trying to attract people, especially some of the more educated classes, that are vital to the economy, by offering financial incentives such as doubling their incomes.

#### C. Other countries could accept more immigrants.

Unfortunately, many MEDCs are suffering from what has been termed 'compassion fatigue' due to constant requests for help from all over the world.

1. Which country had received the maximum number of Vietnamese?
2. Suggest the courses of action for the rehabilitation of Vietnamese.
3. Pick out a claim which is presented strongly. Write the strengths of the claim.
4. State the national and local consequences of the movement of Vietnamese.