GLOBAL PERSPECTIVES	**0457/32**
Paper 3 Written Paper	**October/November 2016**
MARK SCHEME	
Maximum Mark: 60	

Published

This mark scheme is published as an aid to teachers and candidates, to indicate the requirements of the examination. It shows the basis on which Examiners were instructed to award marks. It does not indicate the details of the discussions that took place at an Examiners' meeting before marking began, which would have considered the acceptability of alternative answers.

Mark schemes should be read in conjunction with the question paper and the Principal Examiner Report for Teachers.

Cambridge will not enter into discussions about these mark schemes.

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This document consists of **13** printed pages.

1 (a) (i) Identify the aspect that the highest percentage of teenagers are happy with from Source 1. [1]

(ii) Identify the aspect that the lowest percentage of teenagers are happy with from Source 1. [1]

Candidates should identify the following from Source 1:

(i) Friends
(ii) Where you live

1 mark for each correct answer

Further guidance - note that the only acceptable answers are listed above.

(b) Explain which cause of stress from Source 2 you think has the most impact on teenagers' lives. [4]

Indicative Content

The following causes of teenage stress may be identified from the source:

- school pressures – changing schools, teacher pressure
- pressure from parents / parents' expectations
- working part-time
- feeling unsafe
- family relationships
- lack of time / being too busy
- lack of sleep
- lack of friends
- lack of money

Candidates are likely to give the following reasons to justify their choice:

- Possible consequences or effects
- Degree of impact/seriousness for individuals/countries
- How many people/groups/countries/world are affected
- Increasing cycle of decline
- How widespread the problem is
- How easy to solve
- Other reasonable response

Further guidance – candidates should discuss causes from Source 2 as listed above. However, the assessment is focused mainly upon their reasoning / justification and therefore additional causes should be credited.

Level of Response and Marks	Description of Level
Level 4: **Strong Response** **4 marks**	Clearly reasoned, credible and structured explanation of why one cause has the most impact; may compare different causes; usually two (or more) developed arguments or a range of undeveloped reasons, clearly linked to the issue.
Level 3: Reasonable Response **3 marks**	Some reasoned explanation of why one cause has the most impact; usually one (or more) developed argument(s) suggested with some link to the issue, but may be implicit at times; or several undeveloped reasons.
Level 2: **Basic Response** **2 marks**	Identifies a cause as important but argument is weak or not linked to the issue explicitly.
Level 1: **Limited Response** **1 mark**	Simple identification of a cause but no attempt to justify or the reasoning is not related to the issue. Source copied/ recycled without development.
0 marks	No relevant response or creditworthy material.

(c) Do you think having lots of money leads to happiness? Explain your answer. **[6]**

Indicative Content

Candidates are likely to discuss the following reasons drawing upon the information in Sources 1 and 2:

- The consequences of having lots of money
- The benefits of having lots of money
- Explanation of how lots of money leads to more/less happiness
- The benefits/disadvantages of lots of money for individuals, countries and the world
- Issues of value and beliefs about money leading/not leading to happiness
- Examples of things that make teenagers happy that are related to money
- Examples of things that make teenagers happy/unhappy that are not related to money
- Other reasonable responses

The following levels of response should be used to award marks.

Levels and Marks	Description of Level
Level 3: Strong Response **5–6**	Clearly reasoned, credible and structured explanation of whether money leads to happiness or not; usually two (or more) developed arguments clearly linked to the issue; or three (or more) undeveloped reasons. The link to happiness is explicit.
Level 2: Reasonable Response **3–4**	Some reasoned explanation of whether money leads to happiness or not; usually one (or more) developed argument(s) with some link to the issue, but may be implicit at times; or two (or more) undeveloped reasons. The link to happiness may be mainly implicit.
Level 1: Basic Response **1–2**	Basic reasoning and explanation; the response is likely to contain simple, undeveloped and asserted explanation, with one undeveloped point only. Arguments are partial, generalised and lack clarity. Lower in the band the arguments are likely to be very generalised, lack relevance to the issue and/or simply recycle/copy material from the Sources without any explanation or development.
0	No relevant or creditworthy material

2 (a) How well does the author support the argument for an International Day of Happiness? Explain your answer. **[6]**

Indicative Content

Candidates are likely to discuss the following evaluative points:

Strengths
- some factual evidence is used
- several different types of evidence are used – opinion, fact, statistics, values
- the evidence is generally relevant
- the evidence is related clearly and explicitly to the argument
- the evidence is used forcefully in a strongly worded argument
- other reasonable response

Weaknesses
- research evidence is partially cited – the source and authorship are not clear
- level of expertise of the author is not clear – may have poor knowledge claims
- method of research is alleged/unclear
- there is only a little clear, specific statistical/numerical evidence
- the evidence is not easy to verify/check from the information provided
- too much reliance on opinion
- evidence may be out of date
- personal testimony/anecdote/values may not apply to other places/countries etc
- other reasonable response

The following levels of response should be used to award marks.

Level and Marks	Description of Level
L3: Strong Response **5–6**	Clearly reasoned, credible and structured evaluation; usually two (or more) developed points clearly linked to the issue, usually with some other undeveloped points; or range (three or more) of undeveloped points. Evaluation is clearly focussed on the evidence, its strengths and/or weaknesses and the way it is used to support the argument. A convincing overall assessment or conclusion is likely to be attempted.
L2: Reasonable Response **3–4**	Reasonable evaluation mainly focussed upon the evidence, its strengths and/or weaknesses, and the way it is used to support the argument. The response is likely to contain one (or more) developed evaluative point(s), usually with some other undeveloped points. Some (two or more) undeveloped but clearly appropriate points may be sufficient to enter this band. An overall assessment or conclusion may be attempted.
L1: Basic Response **1–2**	Basic evaluation which is often unsupported and asserted. The response lacks clarity, is partial and generalised. It is likely to contain one undeveloped point only. Answers at this level may repeat Source material with little understanding.
0	No relevant or creditworthy material

(b) How could you persuade people of the need for an International Day of Happiness? Explain your answer.

In your response, you must consider:

- **who you need to persuade and why;**
- **what you need to tell them;**
- **the method(s) you would use.**

[6]

Indicative Content

- People you would need to persuade; businesses, parents, young people, local council, charities, etc.
- These people have the power to do something about the situation.
- Reasons for the need.
- Advertising, interviews, posters, etc.

The following levels of response should be used to award marks.

Level and Marks	Description of Level
Level 3: Strong Response 5–6	Clearly reasoned, credible and structured explanation of how you could persuade people; usually two (or more) undeveloped points. The response is clearly and explicitly related to the issue.
Level 2: Reasonable Response 3–4	Some reasoned explanation; usually one (or more) developed points; or two (or more) undeveloped points. The relevance to the issue is apparent but may be implicit at times.
Level 1: Basic Response 1–2	Basic reasoning and explanation. The response is likely to contain simple, undeveloped and asserted suggestions, with one undeveloped point only. Arguments, generalised, and lack clarity. There is little relevance to the issue. Lower in the band the points are likely to be very generalised, lack relevance to the issue and/or simply recycle/copy material from the Source material without any explanation or development.
0	No relevant or creditworthy material

3 (a) Identify one prediction from Source 4. Explain why you think it is a prediction. [3]

Indicative Content

A prediction is generally defined as a statement suggesting something which is likely to happen in the future.

The following examples of predictions may be found in Source 4:

- She will now go to a good university
- I will not live up to parents' expectations
- You may not want to go to university
- She will be an engineer in the future
- Will not get good enough grades
- Will need a university degree
- You might find a job that pays really well.

Level and Marks	Description of Level
Level 3: **Strong Response** **3 marks**	The response demonstrates clear understanding of the nature of predictions and applies this accurately to a correct example identified from the Source.
Level 2: Reasonable Response **2 marks**	The response demonstrates some understanding of predictions and attempts to apply this to a correct example identified from the Source.
Level 1: **Basic Response** **1 marks**	The candidate identifies one prediction from the Source correctly but does not explain the reason; the response demonstrates very little or no understanding of the nature of predictions.
0 marks	No relevant response or creditworthy material.

(b) **Identify one fact from Source 4. Explain why you think it is a fact.** [3]

Indicative Content

A fact is information or data that can be verified or proven/ or is something which is true.

The following examples of facts may be found in Source 4:

- Maia is 13 years old
- Many successful business people did not go to university
- She (Maia) has time to think about university
- I am only in grade 9 at school
- Parents expectations are high
- Unemployment is so high – 11% at the moment

Level and Marks	Description of Level
Level 3: **Strong Response** **3 marks**	The response demonstrates clear understanding of the nature of facts and applies this accurately to a correct example identified from the Source.
Level 2: Reasonable Response **2 marks**	The response demonstrates some understanding of the nature of facts and attempts to apply this to a correct example identified from the Source.
Level 1: **Basic Response** **1 marks**	The candidate identifies one fact from the Source correctly but does not explain the reason; the response demonstrates very little or no understanding of the nature of facts.
0 marks	No relevant response or creditworthy material.

(c) On this social networking site, whose reasoning works better, Maia's or Ingrid's?

In your answer you should support your point of view with their words and phrases and you may consider:

- **the strength of their knowledge claims;**
- **how reasonable their opinions are;**
- **whether you accept their values and why;**
- **the reliability and validity of their evidence;**
- **other relevant issues.** **[12]**

Indicative Content

Candidates are expected to evaluate the reasoning in the two statements and compare their effectiveness. They should make a supported judgement with some explanation about which person has the most effective reasoning.

Candidates may consider the following types of issue:
- quality of the argument
  - clarity
  - tone – emotive; exaggerated; precise
  - language
  - balance
- quality of the evidence
  - relevance
  - sufficiency – sample
  - source – media; radio
  - date – how recent
  - factual, opinion, value, anecdote
  - testimony – from experience and expert
- knowledge claims
- ability to see
- sources of bias
  - gender
  - political
  - personal values
  - experience
- likelihood of solutions working and consequences of their ideas
- acceptability of their values to others
- how likely other people are to agree with their perspective/view

The following levels of response should be used to award marks.

Level and Marks	Description of Level
L5: Very Good Response **11–12**	Clear, credible and well supported points about which reasoning works better. Coherent, structured evaluation of both arguments with clear comparison. The response is likely to contain three (or more) developed evaluative points, and may include some undeveloped points. A clear judgement is reached.
L4: Strong Response **8–10**	Clear, supported points about which reasoning works better. Evaluation of both arguments with comparison. The response is likely to contain two (or more) developed evaluative points and may include some undeveloped points. A wide range (four or more) of undeveloped but clearly appropriate points may be sufficient to enter this band at the lower level. A judgement is reached.
L3: Reasonable Response **5–7**	Reasonable points about which reasoning works better. Some evaluation of both arguments with an attempt at comparison. Judgements and evaluative points are likely to be partially supported or asserted. There may be only one argument considered in any detail, with little attempt at comparison. One (or more) developed evaluative point(s), possibly with some undeveloped points; a range (three or more) of undeveloped points may be sufficient to enter this band at the lower level. An attempt is made to give an overall judgement.
L2: Basic Response **3–4**	Basic points about which reasoning works better. There may be only one argument considered in any detail, with little attempt at comparison. Judgements and evaluative points are likely to be partially supported and lack clarity/relevance at times. The response is likely to contain two (or more) undeveloped points. A basic judgement may be reached.
L1: Limited Response **1–2**	Limited and unsupported points about which reasoning works better. The response is likely to consider the arguments briefly and/or tangentially. There is little clarity. Answers at this level may repeat source material with little understanding or simply agree/disagree with the arguments presented. The response may not contain any clear evaluative points.
0	No relevant or creditworthy material

4   **Study Sources 1–4**

Do you think governments should be responsible for people's happiness?

In your answer you should support:
- **state your conclusion;**
- **give reasons for your opinion;**
- **use the material in the Sources and your own experience and evidence;**
- **show that you have considered different perspectives.**   **[18]**

Indicative Content

Candidates are expected to argue using reasons and evidence to justify their opinion and judgement about the issue.

Candidates are expected to use and develop the material found in the Sources, but should go beyond simply repeating or recycling without adaptation. Other material may be introduced but it is not necessary to gain full marks.

Candidates are likely to consider the following arguments:

- reference to scale of impact on individual/group/governmental behaviour/actions
- how long it takes to make a difference
- the effects of cultural differences and beliefs
- barriers to change
- the power of collective action
- the difficulties of changing individual behaviour
- the influence of individuals and groups acting locally
- the role of vested interests and power differences
- potential conflict
- difficulties in coordinating globally and across different countries with independence
- cost and access to resources to implement change
- governmental responses and action
- other reasonable response

The following levels of response should be used to award marks.

Level and Marks	Description of Level
L5: Very Good Response **16–18**	Clear, well supported and structured reasoning about the issue. Different arguments and perspectives are clearly considered. The response is likely to contain a range of clearly reasoned points and/or evidence to support the views expressed, with usually four (or more) developed points, and some undeveloped points. A clear judgement is reached.
L4: Strong Response **12–15**	Clear, supported reasoning with some structure about the issue. Different arguments and perspectives are considered. The response is likely to contain some reasoned points and/or evidence to support the views expressed, with usually three (or more) developed points, and some undeveloped points. A judgement is reached.
L3: Reasonable Response **8–11**	Some supported reasoning about the issue. Different arguments and perspectives are included. The response is likely to contain points and/or evidence to support the views expressed, with usually two (or more) developed point(s), and some undeveloped points. An attempt is made to give an overall judgement.
L2: Basic Response **4–7**	Basic reasoning about the issue. Different arguments are included; perspectives, if present, are unclear. The response is likely to rely on assertion rather than evidence and usually contain some undeveloped points or one simply developed point. A basic judgement may be attempted.
L1: Limited Response **1–3**	Limited and unsupported reasoning about the issue in general. Different arguments may be included.
0	No relevant or creditworthy material