Example Candidate Responses
Paper 2

Cambridge O Level
Global Perspectives 2069

For examination from 2018

Contents

Introduction

The main aim of this booklet is to exemplify standards for those teaching Cambridge O Level Global Perspectives 2069, and to show how different levels of candidates' performance (high and low) relate to the subject's curriculum and assessment objectives.

In this booklet candidate responses have been chosen from June 2018 scripts to exemplify a range of answers.

For each question, the response is annotated with a clear explanation of where and why marks were awarded or omitted. This is followed by examiner comments on how the answer could have been improved. In this way, it is possible for you to understand what candidates have done to gain their marks and what they could do to improve their answers. There is also a list of common mistakes candidates made in their answers for each question.

This document provides illustrative examples of candidate work with examiner commentary. These help teachers to assess the standard required to achieve marks beyond the guidance of the mark scheme.

The questions and mark schemes and pre-release material used here are available to download from the School Support Hub. These files are:

June 2018 Component 02 Mark Scheme

Past exam resources and other teacher support materials are available on the School Support Hub:

www.cambridgeinternational.org/support

How to use this booklet

This booklet goes through the paper one question at a time, showing you the high- and low-level response for each question. The candidate answers are set in a table. In the left-hand column are the candidate answers, and in the right-hand column are the examiner comments.

Example Candidate Response – Question 1(c), high	Examiner comments
(c) Which cause of globalisation do you think is the most significant? Explain why. I think that improved transportation is the most significant because it allows people to travel to places all around the world in shorter periods of time. This not only allows tracing of ideas and cultures but also allows goods and services to be developed to new places in the...	**1** The candidate clearly identifies the most significant cause of globalisation as improved transportation. **2** A first reason is suggested – international travel in shorter periods of time. **3** A second reason is suggested

Answers are by real candidates in exam conditions. These show you the types of answers for each level. Discuss and analyse the answers with your learners in the classroom to improve their skills.

Examiner comments are alongside the answers. These explain where and why marks were awarded. This helps you to interpret the standard of Cambridge exams so you can help your learners to refine their exam technique.

How the candidate could have improved their answer

The candidate also uses a wide range of relevant sources of information and discusses these; analysing the causes and consequences of animal testing, but without explicitly comparing the causes or consequences. The candidate could have compared the causes to see which is the most significant or compared the consequences to see which is the most likely.

This section explains how the candidate could have improved each answer. This helps you to interpret the standard of Cambridge exams and helps your learners to refine their exam technique.

Common mistakes candidates made in this question

Too many courses of action that are not based on the analysis and information presented, and are not developed; stating how they might help to resolve the issue under investigation.

Lack of flow, sometimes due to inappropriate sub-headings, but often as a result of lack of planning each paragraph and how it contributes to the whole report.

Often candidates were not awarded marks because they misread or misinterpreted the questions.

Lists the common mistakes candidates made in answering each question. This will help your learners to avoid these mistakes and give them the best chance of achieving the available marks.

Individual Report

Example Candidate Response – high	Examiner comments

00457 IGCSE Global Perspectives
Individual Research Assignments

Session	Summer 2018
Centre name	███████████████
Centre number	████
Candidate name	████
Candidate number	███
List of files in this submission	1
████████████	Individual Research Project 3
Individual Research Project	
GP Topic area	Humans and other species
Research question	Should the ends of animal testing justify the means?

███████

Should the ends of animal testing justify the means? ①

Introduction

Animal testing is "the utilization of non-human animals for development and research projects, often as means of determining whether substances satisfy safety requirements" (Dictionary.com, No Date). However, statistics have revealed darker sides of the topic - with most EU animal experiments, as attested by the researchers, reported to force 'moderate' to 'severe suffering' upon these subjects (Cruelty Free International, No Date). Moreover, influential countries, namely UK, Canada, and USA, have produced extreme figures over the years, particular the U.S laws permitting animal harming via shocking, poisoning, starvation, drowning, drug addiction, brain damage and much more (PETA, No Date).

With different viewpoints on the topic, this project examines the perspectives for and against the argument "should the ends of animal testing justify the means" ② globally and in Hong Kong. It will conclude with the current courses of actions, and my opinion regarding its continuation. ③

Why Do We Use Animal Testing?

Experimental animal use was developed and prevails with its substantial role is both human and animal medical advancements. Their prominent achievements include the discovery of insulin in 1899 by German physician Joseph von Mering and physiologist Oskar Minkowski, which, by proving dogs became diabetic without a pancreas, supports over 347 million people and dogs with the disease today. Subsequently, millions of current medicine, skin graft technology, confidence in transplantation process, and vaccines greatly credit to animal experimentations. Some researchers even suspect impossibility for the progression of science to press on further without such trials – not when artificial substances lack full organ systems, rendering scientists incapable of observing results on diverse aspects of the internal system (Wolffe, 2013). The developer of Polio Vaccine, Albert B. Sabin, even stated: "Without the use of animals and human beings, it would've been impossible to acquire the important knowledge needed to prevent much suffering and premature not only among humans, but also among animals." (NABR, No Date). ④

Consequences Of Animal Testing

Currently, every accessible medical treatment involves animal testing to a certain degree. Subjects could be bred particularly for testing purposes, captured in the wild, or bought in commercial establishments (Murnaghan, 2017).

Animals can suffer from a wide range of negative effects during experimentation. Of the experiments that occur, taking for example eye irritancy and acute toxicity tests, animals can demonstrate extreme responses of massive deterioration, ulceration, blindness, broken bones from escaping attempts, convulsions, and inhuman killing methods. The threat of research for animals have also inclined over the years, with USA, specifically, using approximately 18 million warm-blooded vertebrates are killed in the name of science – an immense number in comparison to the 2.51 million of UK, 1.66 million of Canada, and 0.73 million of the Netherlands (PETA, No Date). ⑤

Examiner comments

① The question could be more explicit. For example, a better question might be: 'Is animal testing ever justified?'. However, the candidate does keep focus on the question and does answer it in the 'Personal Perspective and Conclusion' section of the report.

② The candidate has determined the parameters here by introducing for and against animal testing argument.

③ This type of statement prepares the reader for the rest of the content and helps the report to meet the assessment criteria for AO3.

④ The reasons for animal testing with analysis of some supporting evidence.

⑤ There is in-depth analysis of some consequences. The consequences are explained but there is no direct comparison of the consequences. For example, the candidate could analyse which consequence is most likely or most severe.

Example Candidate Response – high, continued

Furthermore, mass exportations of frogs for experimentation and food have resulted in an overpopulation of crop-damaging insects in Bangladesh, as once controlled by the frog population (ALF, No Date). In addition, over 47% of funded research by the NIH, a publicly funded government granting agency, one-third of the projects financed by the National Multiple Sclerosis Society, and countless donations from March of Dimes, the American Cancer Society and other charities alike are utilized for animal experimentation (PETA, No Date).

Global Perspectives
Globally, many voices agree and disagree with the continuation of animal testing. In USA, the general public is closely divided, with 47% favoring the practice – a drop in support from that of 52% since 2009 (Funk and Rainie, 2015), on the other hand, illustrated 68% accepting animal use in medical purposes where alternatives such as computer modeling, vitro testing, and MRI scanning are unavailable. Results also disclosed that almost 50% agreed animals should only be used for life-threatening disease researches, 60% welcomed animal research for further understanding of the human body, and 64% tolerated it if it can increase our understanding of animal health (George Freeman, 2014). Though organizations like the National Association for Biomedical Research dedicate their service to "safeguard the future of biomedical research" and advocate the sound public policy, which recognizes the vital role of animals in said projects (NABR, No Date), many countries have begun banning cosmetic and ingredient testing on animals, including the European Union, Norway, New Zealand, India, and Israel (SPCA, No Date).

Local Perspectives
Hong Kong also acknowledges the Consumer Goods Safety Ordinance (Cap. 456) and its international cosmetic safety standards, no longer requiring additional animal testing for the importation and sale of cosmetic products. Mainland China, on the other hand, demands animal testing on the large majority of its cosmetics and beauty products, whilst Hong Kong allows brands to sell cruelty-free creations (Combs, 2016).

Reasons for Animal Testing
As mentioned above, the NABR firmly believes in animal experimentation, announcing it "an indispensable element of biomedicine that is beneficial to both veterinary and human health" - a view shared by many scientists. The American Physiological Society asserts the idea that medical researchers must fully understand health problems before developing treatment methods, as achieved through investigations in a living organism. With that in mind, animals have become necessary for medical research, especially when it's unethical and impractical to use human subjects. Animals are considered excellent test subjects, due to their biological similarity to humans: vulnerability to many of the same health problems exists. Additionally, they can be easily studied with controllable environments, as well as short life cycles for full life span or generational examinations. New therapies are often tested in animals to provide medical researchers with an idea of the benefits and complications expected to appear before it's decided that human volunteers can safely take part in clinical trials (APS, No Date). Aside unanimous agreement from the President of the Federation of American Societies for Experimental Biology (Dr. Robert Palazzo), the House of Lords Select Committee, the former UK Home Office Minister (Joan Ryan), and the Nuffield Council on Bioethics on the crucial role of animal testing in historical scientific successes (Holder, 2017), a declaration pledging support to medical research utilizing animals was signed by over 500 leading UK doctors and scientists, 250 of which are academic professors, and 190 are fellows of the Royal Society and the Medical Royal Colleges (Macleod, 2005).

Reasons Against Animal Testing
However, the Director of Legal Affairs for the Animal Protection League of NG and animal rights attorney Doris Lin stood forward and protested that "ending [it] would not end medical progress because non-animal research would continue". To list a few, the discovery of penicillin, the Heimlich maneuver, the first vaccine for smallpox, the cure for yellow fever and cholera, as well as both the cause and cure for scurvy were all invented through human research. Furthermore, constant studies of the human population have prompted important medical discoveries, for example connections between cholesterol and heart disease, and between smoking and cancer (Lin, 2017).

Besides the lack of rights, insisted by animal right activists, to experiment on animals unable to provide informed consent, Rodger B. Curren of the Microbiological Associates argued "it's become more apparent that the animal test themselves are highly variable". In fact, The Food and Drug Administration published that 92 drugs of out every 100 fail in humans even after passing animal tests (PETA, No Date). The contrasting effects on the two subjects could be identified through the use of morphine, which can calm people but excites goats, cats, and horses; the injection of

Examiner comments

6 There is evidence here of global perspectives for and against animal testing with evidence to support the perspectives.

7 The candidate could have explained why there was a drop.

8 The candidate uses the language of perspectives; welcomed, accepted, agreed, supported, etc.

9 These are local/national perspectives but could have been developed further.

10 Use of sub-headings such as this one are helpful for the structure and flow of the report. This report is well-structured and the candidate comes back to answer the question so Level 5 is awarded for AO3.

11 A global organisation and their perspective.

12 A global perspective in support of animal testing supported by scientists.

13 Some analysis of reasons for animal testing here. There is analysis of causes and consequences in some places but this is not consistent throughout the report, so Level 4 is awarded for AO1(analysis of causes and consequences).

14 This paragraph is mostly clear, but the candidate might have added something in their own words to state Lin's position, and make it clear that she is against animal testing. The communication of arguments, perspectives etc. is therefore Level 2, as the argument the candidate is making is not clear and effective as a whole.

Example Candidate Response – high, continued	Examiner comments
cortisone, which produces birth defects in mice but not people; and the treatment of chloramphenicol, which causes aplastic anemia in certain human patients but can save animals (Sharpe, No Date).	**15** This is a clear paragraph but might have been more effective if the candidate had added something like 'So, we can see from this evidence that experimenting on animals is unnecessary'.

Moreover, reliable and progressive mechanics have been developed in replacement of animal testing. Designed using human cells and tissues, advanced microchips are able to construct fully functioning organs for researchers to examine disease effects and test for new drug treatments. With modern-day science thriving, human brain cells were created into "micro brain" models, allowing scientists to study tumors easily. Tests for skin irritation and vaccines alike have also developed alternative models with the help of human tissues (PETA, No Date). **15**

Courses of Action
Present-day, numerous countries have presented courses of actions that could limit animal testing to an extent. UK's Animals (Scientific Procedures) Act 1986, particularly, requires all permission to work with animals granted via licenses by the Home Office under specific conditions (University of Oxford, No Date). Despite USA implementing the Animal Welfare Act since 1966, with the act only limited to the type of care received by animals before and after a study, and not restrictive to the possible procedures done to an animal during experimentation, scientists remain free to do as they please within the course of a test, rendering the act almost useless. Furthermore, research facilities only take in account the number of dogs, primates, cats, guinea pigs, rabbits, hamsters and similar animals used in experiments, neglecting over 85% of the total animal count, including cold-blood animals, birds and rodents (ALF, No Date).

Hong Kong, on the other hand, enforces the Animals (Control of Experiments) Ordinance, with "animal" being any living vertebrate, and "experiment" defined as any test performed on animals that are calculated to induce pain. With the ordinance in action, it has become mandatory for anyone wishing to partake in animal experimentation to apply for a license or permit, as offered by the Director of Health (Department of Health, 2017) **16**

Source Evaluation **17**
The information collected is of different reliability. Regarding recency of sources, many sources lack specific dates of publication, reducing its reliability. Some other data are not dependable due to their potential bias - including advocacy groups such as the Cruelty-Free International, PETA, ALF, SPCA, Doctors against Animal Experiments Germany, and NABR, which are likely provide information leaning towards a certain perspective. Additionally, **18** several websites lacked authenticity, with no certified affiliations available and therefore un-trustworthy information. This includes opinion blog "Mirador", information website without evidence backed up by professionals "About **19** Animal Testing", and beauty blog "Logic Harmony". However, the majority of statistics and important data were retrieved from objectives sources with first-hand information purposed to inform the public, hence having no reason to consist of inaccurate facts. With the above in mind, alongside the UK government and the Hong Kong Department of Health, the Pew Research center, APS, the Guardian, and the University of Oxford can all be considered reliable sources. **20**

16 The candidate has described animal testing law in Hong Kong. However, they have not developed this to propose a course of action to improve the issue of animal testing. Candidates need to propose a well-developed course of action to improve the issue their report is focused on. This section of the report scores Level 1 for AO1 (courses of action) as the course of action proposed is limited.

17 The candidate could have evaluated the sources when they were used/analysed instead of having a separate section.

18 This section counts as one appropriate and developed point of evaluation, showing understanding of the term 'potential bias'.

19 This is a second appropriate and developed point of evaluation showing understanding of 'opinion'.

20 There are three appropriate and developed points of evaluation here so Level 5 is awarded for AO1 (evaluation of sources of information).

Example Candidate Response – high, continued

Examiner comments

Personal Perspective and Conclusion

I have successfully achieved the preset objectives of this paper, as I examined both global and local perspectives for and against animal testing – as indicated by analysis on the statistics, consequences, and courses of actions of UK, USA, Mainland China and Hong Kong. **(21)**

Prior to research, I was in favor of banning animal testing, recognizing the inhumane conditions that they suffer in. The research also indicated at the cruelty animals experience without consent - including experiments with durations decided by the percentage of animals alive. Though my original beliefs were swayed after the notion both past and future medical advances wouldn't be possible without its help, the wider picture suggested it was actually not the case - only a minor scale out of millions of studies turned out of success and importance. Nonetheless, with only a small percentage successful in developing humanity's medical knowledge, but an increasingly massive amount of animals subjected to barbaric experiments, the end of animal testing doesn't justify its means. **(22)**

I believe governments worldwide should revise animal protection acts for more specificity to truly benefit the wellbeing of tested animals, or designate specific limits for test subjects each year, restricting damage to the lowest possible extent yet allowing the medical fields to advance. This is essential as acts such as USA's Animal Welfare Act only supports the care before and after experimentation, omitting the possible tortures animals may suffer from during such trials. If governments decide to execute these plans, it would be very successful solutions. As George Freeman, minister of Life Sciences declared, "I support the recent steps taken by the life sciences sector to increase people's" understanding of why and how animals are used in research [...] but there is room for improvement on openness and transparency within the field." **(23) (24)**

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(21) Throughout the report, the candidate has analysed a balanced range of information from two different global perspectives (one for, and one against animal testing). They have also analysed information from local/national perspectives but this was less developed. Overall this is enough for Level 5 for AO1 (analysis of different perspectives).

(22) The candidate states their stance before the research and has thoughtfully reflected on their position now, which is developed, referring to the research undertaken. There is therefore some evidence and reasoning, so Level 4 is awarded for AO2. To achieve Level 5, they should have also reflect on how the different perspectives they have researched or their analysis of causes and consequences has impacted upon their personal perspective.

(23) The section entitled 'Courses of Action' states what courses of actions have some countries taken. Here the candidate proposes their own solution that has some development, so Level 4 is awarded for AO1 (the course of action).

(24) There is a lack of citation here. The candidate should have added the source details (author, date) as they have done previously.

Example Candidate Response – high, continued

Examiner comments

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25 The list of sources is complete. Citations are consistent so Level 5 is awarded for AO3 (citation and referencing).

Mark for AO1 = 32 out of 40
Mark for AO2 = 4 out of 5
Mark for AO3 = 13 out of 15

Total mark = 49 out of 60

How the candidate could have improved their answer

- The candidate could have made their question more specific; for example, changing it to, 'Is it acceptable in the 21st Century to use animals for experimentation?'. It is clear from the personal reflection and conclusion that the candidate is against animal testing and the candidate answered the question posed. The question as it stands did help the candidate to develop the different perspectives (global and national/local), which were explicit, but the global perspective is more developed than the national/local perspective. To improve, the candidate could have added more comparison in perspectives between Hong Kong and China.

- The candidate used a wide range of relevant sources of information and discussed these to analyse the causes and consequences of animal testing, but without explicitly comparing the causes or consequences. The candidate could have compared the causes to conclude which is the most significant or compared the consequences to conclude which is the most likely.

- The candidate outlined a course of action that is taken by Hong Kong in the section entitled: 'Courses of Action'. This alone would only have achieved Level 1. However this information was referred to later and the candidate developed it to propose a course of action (revise and improve legislation to protect animals) which had some development of how the course of action might work to resolve the issue of causing harm to animals by experimenting on them. To improve this course of action, the candidate could have drawn on their analysis of the consequences of animal testing. For example, the candidate could have developed their discussion about the negative effects that animals suffer during experimentation into course of action, arguing that the improved legislation should limit some of these negative effects.

- The candidate did a good job of evaluating sources used. However, the explanation was not clear and did not demonstrate understanding.

- The reflection showed how the candidate's personal perspective was developed. They stated what their stance was before undertaking the research and linked their developed perspective to the research undertaken. The response would have gained level 5 if the candidate had also taken into account the perspectives explored.

- The report was well-structured and logical, although some sub-headings didn't always encourage the flow of the report.

Example Candidate Response – low

Examiner comments

To what extent does family structure affect a child's development? ①

Introduction

In this individual research project, I'm researching on the topic of to what extent does family structure affect a child's development. This is a problem happening in many countries ,because family structure can have negative effects on a child's development which will lead to other future problems such as crime , unemployment and change of the person's personality. ② A child's development is really depends on how the family teach them to form a person's character, characteristic and personality. Not only that, family structure could also have effects on how the person grow up to be like. Parents is like a figure to the child, if his or her parents is a bad figure, if would have bad and negative influence on the child's development and grown of a person. ③

Research/Issue ④

1. https://www.msd.govt.nz/about-msd-and-our-work/publications-resources/journals-and-magazines/social-policy-journal/spj24/24-impact-of-family-structure-and-family-change-on-child-outcome-p111-133.html
2. https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3972341/
3. http://www.population-europe.eu/policy-insights/how-does-family-change-affect-children

Analysis of Research

In the first article from Ministry of Social Development , it had mentioned that how the family structure and family change could have an impact on child's behaviour. It stated specifically that children that are raised in a single parent family have been found to do less well on behaving well on an average compare to the measures of the children in a two parent household. Also, that separation of parent had been found to have a negative impact on children will would lead to a adverse outcomes. Parental Separation had been associated to how it could had a range of ⑤ impacts on child outcome, both is short term effects and enduring effects. The impacts and effects reported of parental separation on a child's development include physical health, mental and emotional health, social behaviour, relationship with peer, crime rates, smoking, drug use, departure from home in an early age, early sexual behaviour and teen pregnancy. Other impact in the future of the child's adulthood includes early age of giving birth, marriage in an early age, divorce, single parent problem due to the impacts previously I have mentioned, unemployment, poor relationship with parent, depress, does not like the life he or she has, reducing the age of death. Many scholars believe that these impacts only can refer to small proportion of the people who parents are divorce ⑥ majority of the children that are in a divorced family behave normally, as a whole, they could not be label as disturbed. Studies also shown that children who are in a remarried ⑦ family could have been done worse compare to the children in a single parent family.

① This question does not enable the candidate to reach an answer after considering different perspectives. It is also difficult to see how all the assessment criteria might be covered. For example, AO1 (course of action) can not be addressed. A better question might be: 'Are children negatively affected by changes in family circumstances?'. A course of action might therefore suggest how to prevent children from being negatively affected by changes in family circumstances.

② The candidate identifies some consequences of family structure on a child's development.

③ There is some analysis of causes and consequences here.

④ The list of sources should be in a reference list at the end of the report, with the full references rather than just the URLs.

⑤ There is some analysis of causes and consequence here, and the candidate identifies family structure as a significant cause of future unemployment and crime. This meets the Level 2 criteria for AO1 (causes and consequences).

⑥ There is a view on the issue here but it is not a local, national or global perspective.

⑦ There is analysis of a range of relevant information, including different viewpoints. This is just enough to meet Level 3 for AO1 (information from different perspectives).

Example Candidate Response – low, continued

behave. The article also staged and explain how could family instability could have effects on a child outcome and how the transition of parenting could have effects on the parents and child. Which includes: Parenting partnership changes can restrict the financial resources that are available to them, working parents on the need and necessity to child care, changes in parental relationship and the formation of a family to have the capabilities on the effects of children's care.

The third article is from Population Europe. In the article, it stated that many children that have experience with parent seperation can adjust with the new situation easily. Even though the article has stated that parental separation does not have long term effects on the physical behaving, academic performances, or social relationships on a large minority, and even with the majority of children. Yet children react to separation of their parent in variety of ways. Some children experience major reduction in their behaviour and never fully recover from the damage they experience. For some, the parental separation could be a way out from a family environment that associated with conflicts between their parent and violent to them. (8)

These information can help us understand how the changes and transition from one family structure to another have what impacts on the child's development, how after the children that had experience parental separation adjust to the new environment and how all the negative effects only reply to certain people and are different person to person.

National Perspectives (9)
The issue is that family structure could lead to problems such as academic performances of a child , crime rate. These could lead to more future problems such as the effects of unemployment and the increase of crime rate. Even though these does not refer to all people who had experience in a change of family structure. But it is still a problem nationally.

The change of family structure have both negative and positive effects and changes on a person's personality. It also effect globally and nationally, because some crimaly had experience the transition of family structure. But this cannot apply to other people who have experience the transition of family structure , because it depends on other factors as I had mentioned before. So it is unfair to label people who had experience transition of family structure as disturbed. (10) (11)

Personal Perspective
In my opinion, I think that family structure do have an impacts both negatively and positively on a child's development. Not all person who have experience the change of family structure would have involved in crimes or have a poor academic performances, and not all person who have (12) experience the change of family structure would be a typical work force or behaving good. It depend on the relationship with your parent and other factors such as your mental ability to handle the situation well. It changes from person to person. Also, I think that through change of family structure, it can also make a child act and think more independently. (13)

(14)

Examiner comments

(8) The candidate discusses their research, but does not evaluate the sources they have used. This is indicative of level 0 for AO1 (evaluation of sources).

(9) The heading states 'National Perspectives' but there is no national/local perspective developed under the heading. The report could have looked at how a national/local organisation views the issue, giving evidence to support this view. For example, a research done by an organisation which supports the hypothesis that children brought up in one-parent families are more likely to go on to commit crimes like burglary than those brought up with both parents.

(10) There is some structure, shown by the sub-headings and the flow, but the report is difficult to follow at times, such as in this paragraph. This is indicative of level 2 for AO3. Some of the argument made, is clear and some is not which is indicative of level 2 for AO3.

(11) No course of action is stated or proposed, so Level 0 for AO1 (course of action) is awarded.

(12) There is a statement of what the candidate's personal perspective, which is indicative of Level 1 for AO2.

(13) The candidate has given some justification for their personal perspective about the issue, which is indicative of level 2 for AO2.

(14) There is no reference list, just a short list of website URLs earlier in the report, which is indicative of Level 1 for AO3.

Mark for AO1 = 10 out of 40
Mark for AO2 = 2 out of 5
Mark for AO3 =5 out of 15

Total mark = 17 out of 60

How the candidate could have improved their answer

- The candidate should have improved their report question. This type of question does not enable the candidate to reflect on their personal perspective; explaining whether this has developed or changed in light of their research and the perspectives explored. Although issues of youngsters committing crimes or becoming unemployed due to changes in family structure are discussed, the question does not enable the candidate to propose a course of action to resolve an issue. A better question could have highlighted the issue within it. For example, 'Is a change in family structure responsible for teenage crime?'. Teenage crime is clearly identified as an issue, there is scope for different perspectives and a course of action might be proposed to help ensure that teenage crime is not a consequence of a change in family structure. The candidate could also answer the question after consideration of the research and analysis done and the perspectives explored.

- The report did not contain perspectives about the issue, rather it analysed some relevant information and gave some viewpoints. Changing the question would have enabled the candidate to give two distinct perspectives; whether changes in family structure are responsible for teenage crime, or whether they are not. The candidate might have developed a global perspective arguing that changes in family structure are responsible for teenage crime, using global evidence to support the argument including the perspective of a global organisation such as UNICEF. The candidate might then have developed a national/local perspective in support of, or against the argument that changes in family structure are not responsible for teenage crime.

- The candidate used a small range of sources of information and discussed these, analysing the causes and consequences of changes in family structure, but this was not in depth. The candidate might have explained further why changes in family structure might lead to unemployment and crime and could further explain what these changes in family structure are, according to the research done. Candidates also need to compare the causes/consequences, for example, to determine which is the most significant or likely, etc. For example, a well-thought out comparison of the consequences of divorce on a child and reaching a conclusion as to the most significant consequence by using the research evidence, would have achieved 4 marks for this criterion.

- The report included no source evaluation and no course of action was proposed. These two criteria amount to 20 out of 60 marks, which the candidate could not access. The candidate had enough words left to meet these assessment criteria as the report was considerably less than the 2000 word maximum.

- The reflection was made of the candidate's opinion and reasons for this opinion, but it did not relate to the research undertaken. It also did not refer to any development or change in the candidate's perspective, which was necessary to achieve Levels 4 and 5.

- There was some structure to the report. The candidate used some sub-headings, which sometimes helped the reader to understand the arguments the candidate was making.

  Candidates can structure the report more effectively by following the assessment criteria i.e. question, perspectives, analysis and comparison of cause and consequence, course of action and reflection.

  Evaluation of sources could happen within the personal reflection as candidates explore how and why their personal perspective has developed or changed, referring to, for example, the reliability or validity of particular sources. Each paragraph should be clear and communicate what the candidate intends it to communicate so that arguments, cause and consequences and perspectives are clear. A full reference list of the sources cited is needed. In this report, it is unclear who wrote the article for the National Institute of Health and when. This information needs to be added in brackets in the report as a citation. The full reference including author, date, title of article, website address and date accessed by the candidate need to be included in a reference list.

Common mistakes candidates made in this question

- A research question which is too difficult to answer, too vague or too specific to one country.
- Lack of an issue in the research question.
- Failing to cover one or more of the assessment criteria, notably AO1: Course of action, and AO1: Source evaluation.
- Lack of global and national perspectives. Information about countries or from sources of information were given, rather than building up a global and national/local perspective using different information sources.
- Lack of in-depth analysis.
- Too many courses of action that were not based on the analysis and information presented, and were not developed.
- Lack of flow, sometimes due to inappropriate sub-headings, but often as a result of lack of planning each paragraph and its contribution to the whole report.
- Failure to show how research, analysis and perspectives impacted the candidate's personal perspective.
- Failure to cite sources of information in the report.
- Lack of complete reference list, including author, date, title of article, website address, and date accessed by the candidate.