Teacher Guide Section 4

15 Law and criminality

General

The chapters in Section 4 differ from those in earlier sections. They contain suggestions for individual research and group projects, as in previous sections. However, instead of structured activities to support these, each chapter contains a practice written examination.

Encourage students to use their responses to the activities in chapters 13, 14 and 15 to help them to work independently on individual research and group projects.

Encourage students to refer to Skills Sections 3 and 4 to remind themselves of the skills they need to apply and the processes they have learned for planning a line of enquiry and planning a project.

Always download and use the most recent mark scheme to help students to assess their practice written examinations.

Guidance to practice written examination

Skills not knowledge

Remember that the written examination is testing Global Perspectives skills, not knowledge of the topic content. To date the questions have always followed the pattern below.

Question 1: Identify and analyse issues, considering problems, solutions, causes, consequences, perspectives and opinions. This can include identifying reasons, specific bits of evidence, perspectives and so on, as well as making suggestions and giving explanations.

Question 2: Plan a line of inquiry. This is usually about identifying gaps in knowledge or things students need to know, and working out how to find this information. This can be by framing questions to particular people, designing a small survey or suggesting an experiment or research project. It often requires students to identify specific information that they need to know for a particular purpose, and explain how this information will help. This question could address the project planning process.

Question 3: Question information and reasoning. This section can include questions about the reliability of sources, about the difference between facts, opinions and value judgments and about the quality of reasoning.

Question 4: Develop a line of reasoning. There is usually one long question, which may be a standard essay-type question. Other kinds of question may appear, such as a debate in which students have to make a case for one proposal, one use of energy and so on. Students may use, develop or argue against material from the resource booklet. They may also use any knowledge they have or opinions and perspectives of their own. No specific knowledge is required.
Note that the questions more or less follow the Global Perspectives learning process of: collect; question; reflect and plan; present and act. The skill of reflecting is rarely tested specifically but students who reflect on the issues tend to develop better reasoning in question 4.

**Vocabulary and concepts**

No specific knowledge, vocabulary or concepts are required for the written paper. In fact, specific knowledge can lead a student to write down what they know rather than responding to the questions. However, students may be more within their comfort zones if some subject-specific vocabulary and concepts are familiar to them. For this reason, it may be useful to do skills development exercises from a variety of topics that haven’t otherwise been used in the course. Another possible activity would be to organise debates and discussions on topics that haven’t been formally studied, in order to familiarise students with key concepts and vocabulary. Students can evaluate each others’ reasoning (using red cards for a weakness, perhaps), and the activity leads nicely into development of written reasoning.

**Mark schemes**

Always download and use the most recent CIE Global Perspectives mark scheme to help prepare students for assessment. Most of the questions are marked by levels, so you can adapt the marking grids to the questions in this chapter. For instance, quite a number of question parts, especially in questions 1, 2 and 3 in 2012 were marked according to levels which can be summarised as:

- Level 3: Strong and supported reasoning, directly relevant to the question.
- Level 2: Some description generally relevant to the question.
- Level 1: Simple description, general and not specific to the question.

This general guide can be adapted to each question. Students can use this to learn what counts as simple description, what counts as relevant to the question and so on. Even weaker students, given the tools to understand how their answers are marked, can often identify what they need to do to achieve the next level.

Question papers and mark schemes evolve over time, and it is in students’ interests to use the most recent versions. For instance, in June 2011, the top level of the mark scheme for question 4 looked like this:
Level 5  
13–15

Question answered precisely and logically, supported by some or all of the following characteristics:
- Logically linked, coherent structure to the reasoning.
- Candidates have made effective use of relevant ideas in the resource booklet as reasons to support their view and/or added their own relevant ideas. These ideas may be completely new, or they may be expansion of or response to existing material.
- Relevant different point/s of view from candidate’s own ideas or selected from resource booklet.
- Thoughtful consideration of different point/s of view AND strong explanation of why disagreed which really answers the different point of view OR possibly a suggestion of a compromise position between different points of view.

However, in November 2012 the top level of the mark scheme for question 4 looked like this:

Level 5  
16–18 marks
Very good response

Very good, well supported and logical reasoning and judgments about the effects of the internet. Coherent, structured argument and evaluation of a range of internet effects on thinking – usually 4 or more. The response is likely to contain a range of clearly reasoned arguments and/or evidence to support the views expressed, with at least 4 developed points, and some undeveloped points. The response is balanced. A clear, balanced assessment or conclusion is reached.

Note that there is now a quantitative element: “usually 4 or more”. This works down through the levels. Note also that the specific detail on how students deal with different points of view has been replaced with “the response is balanced”.

Look out for further developments, and make sure that your students are as prepared as possible.

**Indicative content**

This section provides indicative content for the practice paper. Accept other reasonable responses (and allow students to discuss what a reasonable response might be and why). Accept a variety of levels of sophistication, and encourage students to find the level on the most recent mark scheme that matches their performance.

Question 1

(a) USA

(b) Japan

(c) Guns are legal or available where the rates are high, and illegal or not available where the rates are low; most high gun crime countries are LEDC or MEDC, most low gun crime countries are HEDC.

(d) The sentences have caused outrage because the punishments do not seem to fit the crimes. The wealthy banker who stole $10 million seems to have a very short sentence, whereas the migrant agricultural worker who stole a much smaller amount has a very long sentence. You might question whether it is so much worse to break into someone’s house
than to sit in your office and steal using a computer, or whether the rich man should get less punishment than the poor man. People might also be outraged by the farmer who was defending his property getting such a long sentence. He didn’t go out intending to murder someone, just shot someone who had already broken the law and was a threat to him. (Note that it is possible to defend these sentences – killing is killing, for example, and therefore worse than any kind of theft.)

(e) The punishment (for fraud and burglary) should reflect the amount of money stolen; we should pay bankers and agricultural workers the same amount of money (so there would be less greed); I think the criminal, irresponsible few (bankers) should be punished more harshly.

Question 2
Possible evidence:

(1) The migrant worker’s sister, wife, daughter or brother is a domestic servant at the millionaire’s house. The migrant worker had done some maintenance work for the millionaire.

(2) The migrant worker was captured clearly on CCTV in a different city at the time of the burglary. The migrant worker has visa stamps in his passport showing that he was in a different country at the time.

The pieces of evidence suggested in (1) are not direct evidence that the migrant worker did not commit the crime, but they do offer good reasons why his hair might be at the crime scene, even if he didn’t commit the burglary. He was convicted because one of his hairs was there, so if he can show an innocent reason for his hair being at the scene, there is reasonable doubt.

The pieces of evidence suggested in (2) are hard evidence showing that the migrant worker could not have committed the crime (unless he had an identical twin). If he was in a different city or a different country, he could not have committed the burglary.

If you can show that he could not have committed the burglary, and that there is an innocent reason for his hair to be on the scene, you have shown his innocence.

Question 3
(a) This is a value judgment (which is a form of opinion) because it is placing a value on defending your home/on life. It is expressing a moral opinion about what you should or should not do, which is a value.

(b) @hope for the future suggests two consequences: that punishing people according to the amount they have stolen would lead to a fairer criminal justice system, and that paying bankers and agricultural workers the same would lead to less greed, a happier society and less crime. These consequences (especially the second) are both rather idealistic and unrealistic, that is, wishful thinking. Punishing people according to the amount they have stolen might be fair in one way but it doesn’t take into consideration how unpleasant it is to have an intruder in your home – is it fair to punish people for that kind of distress? Paying bankers and agricultural workers the same might lead to a somewhat happier society, with less resentment and fewer problems arising from inequality, but
the consequences suggested here are too good to be true, they are too extreme.

(c) Yes, having someone invade your private space makes a theft worse; no, this value judgment falls down because the money in bank accounts might really exist, and be people’s savings.

(d) @innocentbanker’s reasoning is better than @amazinggrace’s. This is because @innocentbanker gives reasons and explanations which are quite logical, and because he or she makes a distinction between criminal bankers, greedy bankers and other bankers – it doesn’t treat them as if they’re all the same. He or she predicts a reasonable consequence – harsh punishment might make other bankers realise they can’t get away with crime. On the other hand, @amazinggrace is ranting, being emotional and jumping about from one grievance to another without giving reasons or being logical. “You can’t even defend your home any more” doesn’t take into account that the farmer killed the burglar – killing is an extreme form of defending your home. There is also no evidence to support the opinion that “it’s being soft on kids that leads to all this crime” – it’s just an opinion and there is no reason to accept it.

Question 4

Some ideas that students could use might include the following.

● Farmers might need to use a gun for hunting, killing their livestock or other legitimate reasons.

● Olympic athletes who shoot could perhaps legally own guns.

● The police and armed forces could legally use guns – owning them might be a different matter.

● Generally, people should not be able to legally own a gun, because it is easier to harm or kill someone with a gun if you have one.

● Alternatively, people should be able to legally own guns to protect themselves from people who illegally own guns.

● For interest, the following article is amusing. Some students may appreciate it: http://www.nytimes.com/2014/02/28/opinion/when-may-i-shoot-a-student.html?_r=0