



**Cambridge International Examinations**  
Cambridge International General Certificate of Secondary Education

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**GLOBAL PERSPECTIVES**

**0457/32**

Paper 3

**October/November 2015**

INSERT (Resource Booklet)

**1 hour 15 minutes**

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**READ THESE INSTRUCTIONS FIRST**

This Insert contains Sources 1, 2 and 3. The time spent reading these Sources is allowed for within the examination.



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This document consists of **3** printed pages and **1** blank page.

**SOURCE 1****Laws and policies**

Laws and policies in different countries may reflect different values on what is considered to be nationally and culturally important.

Here are some countries and their policies/laws.

<b>Country</b>	<b>Policy/law</b>
China	limits to the number of children born per family policy
Germany	not allowed to run out of fuel on the motorway
Greece	not allowed to wear high heeled shoes at historical sites
Singapore	not allowed to drop litter anywhere
Thailand	not allowed to drop chewing gum on the pavement
United Arab Emirates	no kissing in public

**SOURCE 2****Community notice**

A local resident has complained about a developing situation in our neighbourhood.

The resident said:

“We all like to live in a beautiful area where there are trees, birds and small animals. But in this area, pets are killing birds and animals, and destroying the vegetation. These ‘killer pets’ are domestic animals which are not kept under control or have escaped and are now running wild. We need to limit the number of pets people can keep, and we need to be able to have powers to control those pets and their owners. We must review the law on controlling pets and take action.”

**SOURCE 3****Newspaper article****Why do people obey the law?**

We usually ask this question the other way round, trying to understand what causes people to break the law. It is, however, just as interesting to consider the reasons people have for obeying the law. One piece of research, published in 2011, concerned the August riots in London. The aim of this research was to help us understand why young people got involved in the riots.

The reasons identified in this research for not participating in the riots included having a job, studying or being involved in sport. Another was the behaviour of their friends: if their friends were not involved then they were unlikely to be involved. Then there was the role played by authority figures, particularly parents, in preventing a young person from joining in. The research suggests that some young people did not need to make a choice they just kept out of it. Others appeared to have asked themselves one, or both, of two questions when making their decision: 'What do I think is right and wrong?' and 'What might be the consequences if I get involved?'

Some young people told the researchers they justified their criminal behaviour on the basis that police and government did not deserve their respect.

**Youth 1:** "People are doing it because they are angry at the police. Police and the local community do not have a good relationship. They are going to close our leisure centre and it is terrible – we are angry – it is the only place for young people to go around here."

For some young people, the scenes on television and the reports from personal texts and messaging encouraged them to believe they could get away with crimes they normally would not consider.

**Youth 2:** "Why not? I had nothing better to do. It did not seem like the police could do anything – there were so many people. As long as I did not get caught and no one could recognise me – that is why I covered my face – it would not affect my future."

For others, there was no thought of joining in.

**Youth 3:** "No way! I was too afraid of getting caught, what with photographic evidence from cameras and police being able to check the serial numbers of stolen goods. My parents would have been angry if I had been arrested and it would prevent me from having a career. I want a career so there was no way I was going to get involved."

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