

**CAMBRIDGE INTERNATIONAL EXAMINATIONS**

Cambridge International General Certificate of Secondary Education

## **MARK SCHEME for the May/June 2015 series**

### **0457 GLOBAL PERSPECTIVES**

**0457/32**

Paper 3 (Written Paper), maximum raw mark 60

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.

Cambridge is publishing the mark schemes for the May/June 2015 series for most Cambridge IGCSE<sup>®</sup>, Cambridge International A and AS Level components and some Cambridge O Level components.

® IGCSE is the registered trademark of Cambridge International Examinations.

|        |                                 |          |       |
|--------|---------------------------------|----------|-------|
| Page 2 | Mark Scheme                     | Syllabus | Paper |
|        | Cambridge IGCSE – May/June 2015 | 0457     | 32    |

- 1 (a) Identify two differences between the traditional roles of men and women from Source 1. [2]

Candidates may identify the following differences from Source 1:

- women are more responsible for looking after children
- women are more responsible for housework
- women are more responsible for cooking
- men are more responsible for working/having a job
- men are more responsible for earning an income
- men are more responsible for providing economically
- men control important roles in society – as leaders, managers and politicians
- men have power

1 mark for each correct answer, up to a maximum of 2 marks

*Further guidance:*

- (a) *Note that the only acceptable answers are located in Source 1. However candidates may use their own words to describe a difference from this list and examiners should allow some flexibility in interpretation.*
- (b) *Accept 'men are builders and women look after children'.*
- (c) *There must be a clear implication of difference between males and females for 2 marks. For example if a candidate gives 2 examples that only refer to 1 gender (e.g. women cook and look after the home) they should only be awarded 1 mark.*

|               |  |                 |              |
|---------------|--|-----------------|--------------|
| <b>Page 3</b> | <b>Mark Scheme</b>                     | <b>Syllabus</b> | <b>Paper</b> |
|               | <b>Cambridge IGCSE – May/June 2015</b> | <b>0457</b>     | <b>32</b>    |

- (b) Explain what you think is the main reason for difference between the traditional roles of men and women from Source 1. [4]

Indicative Content

The following reasons for differences between men and women may be identified from the source although candidates may use ideas of their own:

- gender roles are part of the culture of society
- children learn gender roles from parents and other adults
- adults act as role models
- media show images of gender roles
- children play with stereotyped toys
- men use their power to maintain traditional roles
- religious beliefs
- biological differences

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

- most human behaviour is learnt
- parents are influential during the early formative years
- the media play a significant role in shaping our culture, for example through fashion
- children learn a lot through play and imitating others
- men have much power to control what women do
- religion is the basis of much of our culture
- tradition is often valued by older people in powerful positions e.g. men
- Other reasonable response

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

| <b>Level of Response and Marks</b>              | <b>Description of Level</b>   |
|---|---|
| <b>Level 4:<br/>Strong Response<br/>4 marks</b> | Clearly reasoned, credible and structured explanation; usually two (or more) developed arguments or a range of undeveloped points, clearly linked to the reason.                    |
| <b>Level 3: Reasonable Response<br/>3 marks</b> | Some reasoned explanation, usually one (or more) developed argument(s); with some link to the reason, but may be implicit at times; or several undeveloped points about the reason. |
| <b>Level 2:<br/>Basic Response<br/>2 marks</b>  | Identifies a reason but argument is weak or only implicit.  |
| <b>Level 1:<br/>Limited Response<br/>1 mark</b> | Simple identification of a reason with no explanation.  |
| <b>0 marks</b>                                  | No relevant response or creditworthy material.  |

|               |  |                 |              |
|---------------|--|-----------------|--------------|
| <b>Page 4</b> | <b>Mark Scheme</b>                     | <b>Syllabus</b> | <b>Paper</b> |
|               | <b>Cambridge IGCSE – May/June 2015</b> | <b>0457</b>     | <b>32</b>    |

**(c) Explain why changes in the roles of men and women is an important issue. [6]**

Indicative Content

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

- Creates uncertainty or confusion about roles in everyday life
- People have more choice or freedom about how to lead their lives
- Can cause conflict between different generations
- Young people have to decide upon their own approach to gender
- People need to adopt roles consistent with their beliefs and values
- Society becomes more accepting of different gender roles
- Impact of globalisation affects individuals/gender roles through the media and the influence of consumerism
- Issues of equal opportunities/fairness for men and women in society
- The impact of change as a potential source of conflict between different groups
- People may want to work to promote change
- There may be difficulties in matching job opportunities to aspirations
- Other reasonable responses

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

| <b>Levels and Marks</b>                                | <b>Description of Level</b>  |
|--|--|
| <b>Level 3:<br/>Strong<br/>Response</b><br><br>5–6     | Clearly reasoned, credible and structured explanation of importance; usually two (or more) developed arguments clearly linked to the issue; or three (or more) undeveloped reasons.  |
| <b>Level 2:<br/>Reasonable<br/>Response</b><br><br>3–4 | Some reasoned explanation of importance; 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.  |
| <b>Level 1:<br/>Basic<br/>Response</b><br><br>1–2      | Basic reasoning and explanation; the response is likely to contain simple, undeveloped and asserted explanation, with only undeveloped points. Arguments are partial, generalised and lack clarity.<br><br>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. |
| <b>0</b>   | No relevant or creditworthy material   |

|        |                                 |          |       |
|--------|---------------------------------|----------|-------|
| Page 5 | Mark Scheme                     | Syllabus | Paper |
|        | Cambridge IGCSE – May/June 2015 | 0457     | 32    |

2 (a) 'Women and men do not have the same roles in society.'

How well does the writer support this statement? You should consider the strengths and weaknesses of the evidence in the Source. [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

*Further guidance:*

*The candidate does not need to discuss both strengths and weaknesses to reach Level 3.*

|               |  |                 |              |
|---------------|--|-----------------|--------------|
| <b>Page 6</b> | <b>Mark Scheme</b>                     | <b>Syllabus</b> | <b>Paper</b> |
|               | <b>Cambridge IGCSE – May/June 2015</b> | <b>0457</b>     | <b>32</b>    |

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

| <b>Level and Marks</b>                           | <b>Description of Level</b>   |
|--|---|
| <b>L3: Strong Response</b><br><br><b>5–6</b>     | Clearly reasoned, credible and structured evaluation; usually two (or more) developed points clearly linked to the issue, usually with some other undeveloped points; or a range (three or more) of undeveloped points.<br><br>Evaluation is clearly focussed on the evidence, its strengths and/or weaknesses, and the way it is used to support the claim.<br><br>A clear overall assessment is likely to be attempted. |
| <b>L2: Reasonable Response</b><br><br><b>3–4</b> | Reasonable evaluation mainly focussed on the evidence, its strengths and/or weaknesses, and the way it is used to support the claim. The response may contain one (or more) developed point(s), usually with some other undeveloped points. Some (two or more) undeveloped points may be sufficient.<br><br>An overall assessment may be attempted.   |
| <b>L1: Basic Response</b><br><br><b>1–2</b>      | 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.   |
| <b>0</b>   | No relevant or creditworthy material  |

|               |  |                 |              |
|---------------|--|-----------------|--------------|
| <b>Page 7</b> | <b>Mark Scheme</b>                     | <b>Syllabus</b> | <b>Paper</b> |
|               | <b>Cambridge IGCSE – May/June 2015</b> | <b>0457</b>     | <b>32</b>    |

(b) 'Women are paid less than men in many jobs.'

**How could you check if this statement is true? You should consider the types of information, sources of evidence and methods you might use.**

**[6]**

Indicative Content

Possible Types of Information

- compare statistics/information on different levels of pay
- compare statistics/information on types of work and level of promotion
- questionnaire and interview data from men and women
- expert testimony from researchers or organizations associated with work
- other relevant response

Possible Sources of Information

- national and local governments and their departments
- international organizations e.g. United Nations; WHO
- pay experts
- research reports
- individual men and women – case studies, life histories and personal testimony
- pressure groups, charities and non-government organizations working in gender related issues/equality
- media and worldwide web
- other relevant response

Possible Methods

- review of secondary sources/literature/research/documents
- interviews
- interview relevant experts
- internet search
- case studies
- questionnaires
- surveys
- other relevant response

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

| Level and Marks                                    | Description of Level   |
|--|--|
| <b>Level 3:<br/>Strong Response</b><br><br>5–6     | Clearly reasoned, credible and structured explanation of ways to test the claim. The response is likely to contain two (or more) developed points, and may contain some undeveloped points.<br>The response is clearly and explicitly related to testing the claim.  |
| <b>Level 2:<br/>Reasonable Response</b><br><br>3–4 | Reasoned and mainly credible explanation of ways to test the claim. The response is likely to contain one (or more) developed point(s), and/or a range of undeveloped points.<br><br>The response is implicitly related to testing the claim.  |
| <b>Level 1:<br/>Basic Response</b><br><br>1–2      | Basic explanation of ways to test the claim. The response is likely to contain one or two simple, undeveloped and asserted points.<br><br>There is little relevance in the response to testing the claim – the methods, sources and types of information are generally not appropriate for the claim being tested. |
| <b>0</b>   | No relevant or creditworthy material   |

- 3 (a) Identify one example of a value judgement from Source 3. Explain why you think it is an example of a value judgement. [3]

Indicative Content

A value judgement is generally defined as a view or belief about what is important.

The following example of value judgments may be found in Source 3:

- Men and women are different physically – we should respect that
- I support changes in the roles of men and women
- Is it not better if husbands help with child care
- Surely a father should be present at the birth of his child
- Women who work are just as good at being mothers as those who stay at home
- Women who work cannot always be there for their children
- Change isn't always good

**Level 3: Strong Response** [3]

The response demonstrates clear understanding of the nature of value judgements and applies this accurately to a correct example identified from the Source.

**Level 2: Reasonable Response** [2]

The response demonstrates some understanding of the nature of value judgements and attempts to apply this to a correct example identified from the Source. The explanation lacks some clarity and accuracy.



|        |                                 |          |       |
|--------|---------------------------------|----------|-------|
| Page 9 | Mark Scheme                     | Syllabus | Paper |
|        | Cambridge IGCSE – May/June 2015 | 0457     | 32    |

**Level 1: Basic Response** [1]

The candidate identifies one value judgement from the Source correctly but does not explain the reason; the response demonstrates very little or no understanding of the nature of value judgements.

No relevant response or creditworthy material. [0]

*Further guidance:*

(a) *If the example is incorrect the candidate must score 0 even if the reasoning suggests some understanding of the nature of value judgements.*

(b) *If the candidate identifies “Less trouble between parents and children” then this is an acceptable answer if they have shown awareness of the underlying assumption that family life was somehow better in the past.*

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

Indicative Content

A fact is information or data that can be verified or proven to be true.

The following examples of facts may be found in Source 3:

- In the past there were fewer divorces
- Men and women are different physically
- Elene is a mother
- Elene stayed home to look after her children
- Mulu worked as a doctor with families for many years
- In Mulu’s country 56% of university graduates are women
- In Mulu’s country 46% of people working are women
- Women’s contribution to family income brings many families out of poverty

**Level 3: Strong Response** [3]

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]

The response demonstrates some understanding of the nature of facts and attempts to apply this to a correct example identified from the Source. The explanation lacks some clarity and accuracy.

**Level 1: Basic Response** [1]

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.

No relevant response or creditworthy material. [0]

|                |  |                 |              |
|----------------|--|-----------------|--------------|
| <b>Page 10</b> | <b>Mark Scheme</b>                     | <b>Syllabus</b> | <b>Paper</b> |
|                | <b>Cambridge IGCSE – May/June 2015</b> | <b>0457</b>     | <b>32</b>    |

*Further guidance:*

*If the example is incorrect the candidate must score 0 even if the reasoning suggests some understanding of the nature of facts.*

**(c) Study Source 3. In this discussion, whose reasoning works better, Elene’s or Mulu’s?**

**In your answer you should support your judgement 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
  - o clarity
  - o tone – emotive; exaggerated; precise
  - o language
  - o balance
- quality of the evidence
  - o relevance
  - o sufficiency – sample
  - o source – media; radio
  - o date – how recent
  - o factual, opinion, value, anecdote
  - o testimony – from experience and expert
- knowledge claims
- ability to see
- sources of bias
  - o gender
  - o political
  - o personal values
  - o experience
- likelihood of solutions working and consequences of their ideas
- acceptability of their values to others
  - o how likely other people are to agree with their perspective/view

|                |  |                 |              |
|----------------|--|-----------------|--------------|
| <b>Page 11</b> | <b>Mark Scheme</b>                     | <b>Syllabus</b> | <b>Paper</b> |
|                | <b>Cambridge IGCSE – May/June 2015</b> | <b>0457</b>     | <b>32</b>    |

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

| <b>Level and Marks</b>                              | <b>Description of Level</b>   |
|---|---|
| <b>Level 5:<br/>Very Good Response</b><br><br>11–12 | <p>Clear, credible and well supported points about which reasoning works better. Coherent, structured evaluation of both arguments with clear comparison.</p> <p>The response is likely to contain three (or more) developed evaluative points, and may include some undeveloped points.</p> <p>A clear judgement is reached.</p>   |
| <b>Level 4:<br/>Strong Response</b><br><br>8–10     | <p>Clear, supported points about which reasoning works better. Evaluation of how well the reasoning works for both arguments with comparison. The response is likely to contain two (or more) developed evaluative points and may include some undeveloped points.</p> <p>A wide range (four or more) of undeveloped but clearly appropriate points may be sufficient to enter this band at the lower level.</p> <p>A judgement is reached.</p>   |
| <b>Level 3:<br/>Reasonable Response</b><br><br>5–7  | <p>Reasonable points about which reasoning works better. Some evaluation of how well the reasoning works for both arguments with an attempt at comparison. Judgements and evaluative points are likely to be partially supported or asserted.</p> <p>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.</p> <p>An attempt is made to give an overall judgement.</p> |
| <b>Level 2:<br/>Basic Response</b><br><br>3–4       | <p>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.</p> <p>The response is likely to contain two (or more) undeveloped points.</p> <p>A basic judgement may be attempted.</p>  |
| <b>Level 1:<br/>Limited Response</b><br><br>1–2     | <p>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.</p> <p>The response may not contain any clear evaluative points.</p>   |
| <b>0</b>  | No relevant or creditworthy material  |

|                |  |                 |              |
|----------------|--|-----------------|--------------|
| <b>Page 12</b> | <b>Mark Scheme</b>                     | <b>Syllabus</b> | <b>Paper</b> |
|                | <b>Cambridge IGCSE – May/June 2015</b> | <b>0457</b>     | <b>32</b>    |

**4 Do you think that men and women should have equality in society?**

**In your answer you should:**

- **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 judgment 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 for equality:

- equality of opportunity
- fairness
- changing beliefs and values
- globalization
- technology reduces the impact of biological differences
- gives more choice and individual freedom
- with shared roles increased access to work and employability for all leads to more productive work force and more economic growth – better for everyone
- reduces conflict between the sexes in different aspects of social life
- other reasonable argument

Candidates are likely to consider the following arguments against equality:

- biological differences
- different roles may be compatible with equality of opportunity
- different skills and qualities may be equally valued and rewarded
- cultural differences should be respected
- influence of tradition
- influence of religious beliefs
- possible conflict at times of change
- respect for personal choice
- other reasonable argument

*Further guidance:*

*The set of bullet points in the question are to guide candidates and do not have to be specifically addressed to gain full marks.*

|                |  |                 |              |
|----------------|--|-----------------|--------------|
| <b>Page 13</b> | <b>Mark Scheme</b>                     | <b>Syllabus</b> | <b>Paper</b> |
|                | <b>Cambridge IGCSE – May/June 2015</b> | <b>0457</b>     | <b>32</b>    |

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

| <b>Level and Marks</b>   | <b>Description of Level</b>  |
|--|--|
| <b>Level 5:<br/>Very Good<br/>Response</b><br><br><b>16–18</b> | <p>Clear, well supported and structured reasoning about the recommended course of action or issue. Different arguments and perspectives are clearly considered.</p> <p>The response is likely to contain a range of clearly reasoned points and/or evidence to support the views expressed, with three (or more) developed points, and some undeveloped points.</p> <p>A clear judgement is reached.</p> |
| <b>Level 4:<br/>Strong<br/>Response</b><br><br><b>12–15</b>    | <p>Clear, supported reasoning with some structure about the recommended course of action or issue. Different arguments and perspectives are considered.</p> <p>The response is likely to contain some reasoned points and/or evidence to support the views expressed, with two (or more) developed points, and some undeveloped points.</p> <p>A judgement is reached.</p>                               |
| <b>Level 3:<br/>Reasonable<br/>Response</b><br><br><b>8–11</b> | <p>Some supported reasoning about the recommended course of action or issue. Different arguments and perspectives are included.</p> <p>The response is likely to contain points and/or evidence to support the views expressed, with one (or more) developed point(s), and some undeveloped points.</p> <p>An attempt is made to give an overall judgement.</p>  |
| <b>Level 2:<br/>Basic<br/>Response</b><br><br><b>4–7</b>       | <p>Basic reasoning about the recommended course of action or issue. Different arguments are included; perspectives, if present, are unclear.</p> <p>The response is likely to rely on assertion rather than evidence but contains one (or more) developed point(s) or some undeveloped points.</p> <p>A basic judgement may be attempted.</p>  |
| <b>Level 1:<br/>Limited<br/>Response</b><br><br><b>1–3</b>     | <p>Limited and unsupported reasoning about the course of action or issue in general. Different arguments may be included.</p>  |
| <b>0</b>   | No relevant or creditworthy material   |