

**CAMBRIDGE INTERNATIONAL EXAMINATIONS**

Cambridge International General Certificate of Secondary Education

## **MARK SCHEME for the March 2016 series**

### **0457 GLOBAL PERSPECTIVES**

**0457/32**

Paper 32 (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 March 2016 series for most Cambridge IGCSE® and Cambridge International A and AS Level components.

® IGCSE is the registered trademark of Cambridge International Examinations.

<b>Page 2</b>	<b>Mark Scheme</b>	<b>Syllabus</b>	<b>Paper</b>
	<b>Cambridge IGCSE – March 2016</b>	<b>0457</b>	<b>32</b>

- 1 (a) (i) **Identify the trend in the number of primary aged children out of school between 1999 and 2008 from Source 1.** [1]

Candidates should identify the following from Source 1:

The number of out of school children decreased

*Further guidance – this is the only acceptable answer but candidates may use their own words. Simply stating the numerical information in the Source or the difference in the figures between the years without interpretation is not sufficient to gain a mark; the candidate must communicate the trend i.e. getting lower or decreasing.*

- (ii) **Identify the region from Source 1, in which most children were out of school in 2007.** [1]

Candidates should identify the following from Source 1:

Sub-Saharan Africa

- (b) **Explain which one of the benefits of education you think is the most important from Source 2.** [4]

Indicative Content

The following benefits of education may be identified from the Source:

- The power to earn
- Strengthens a nation
- A way out of poverty
- A means of security
- Promoting equality

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

- Possible further consequences or effects
- Degree of impact/seriousness for individuals
- How many people/groups/countries/world are affected
- Increasing cycle of improvement
- How beneficial
- Other reasonable response

*Further guidance – candidates may discuss benefits from the Sources as listed above in the Mark Scheme or from their background knowledge; the assessment is focussed upon their reasoning/justification.*

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: Strong Response</b>  <b>4 marks</b>	Clearly reasoned, credible and structured explanation; usually one (or more) developed arguments or a range of undeveloped points, clearly linked to the issue.
<b>Level 3: Reasonable Response</b>  <b>3 marks</b>	Some reasoned explanation, usually several undeveloped points with some link to the issue, but may be implicit or list like at times.
<b>Level 2: Basic Response</b>  <b>2 marks</b>	Identifies a benefit of education as important with one undeveloped reason.
<b>Level 1: Limited Response</b>  <b>1 mark</b>	Simple identification of a benefit but explanation is weak or not present.
<b>0 marks</b>	No relevant response or creditworthy material.

- (c) Do you think cost-free education for all children of primary school age should be a global aim? 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 cost-free education for all primary school age children around the world
- The consequences of not providing cost-free education for primary school age children
- The benefits/disadvantages of education for individuals, countries and the world
- Issues of value and beliefs about education
- 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: Strong Response</b>  <b>5–6</b>	Clearly reasoned, credible and structured explanation of whether realistic or not; usually two (or more) developed arguments clearly linked to the issue; or three (or more) undeveloped reasons.

<b>Page 4</b>	<b>Mark Scheme</b>	<b>Syllabus</b>	<b>Paper</b>
	<b>Cambridge IGCSE – March 2016</b>	<b>0457</b>	<b>32</b>

<b>Level 2: Reasonable Response</b> <b>3–4</b>	Some reasoned explanation of whether realistic or not; usually one (or more) developed argument(s) with some link to the issue, but may be implicit at times; or three (or more) undeveloped reasons.
<b>Level 1: Basic Response</b> <b>1–2</b>	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.  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

- 2 (a) “Learning not only happens in schools. Many young people learn by watching television and through other media.”

**How could you test this claim? 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 schools/learning
  - interview or questionnaire data
  - expert testimony
  - case studies
  - other relevant response
- Possible Sources of Information
  - national and local governments and their departments
  - international organisations e.g. United Nations; UNESCO
  - experts
  - research reports
  - pressure groups, charities and non-governmental organisations
  - media and worldwide web
  - other relevant response
- Possible Methods
  - review of secondary sources/literature/research/documents
  - interviews
  - interview relevant experts
  - internet search
  - questionnaires
  - surveys
  - other relevant response

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

<b>Level and Marks</b>	<b>Description of Level</b>
<b>Level 3: Strong Response</b>  <b>5–6</b>	Clearly reasoned, credible and structured explanation of a range of ways to test the claim. The response is likely to contain two (or more) developed points, and may contain some undeveloped points.  The response is clearly and explicitly related to testing the claim.
<b>Level 2: Reasonable Response</b>  <b>3–4</b>	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.  The response is only implicitly related to testing the claim.
<b>Level 1: Basic Response</b>  <b>1–2</b>	Basic explanation of ways to test the claim. The response is likely to contain one or two simple, undeveloped and asserted points.  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

**(b) “We could volunteer to teach local children in the evenings.”**

**How effective do you think this action might be in helping children at a local level? Give reasons for your response.**

Candidates are likely to discuss the following evaluative points:

- **Strengths**
  - some individual/local benefits
  - the action is generally relevant
  - the action will come from appropriate subjects
  - other reasonable response
- **Weaknesses**
  - can only reach a small number of the target population
  - action is time consuming and labour intensive
  - too much reliance on individuals
  - action takes a long time to organise and involves other people and procedures
  - other reasonable response

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

Level and Marks	Description of Level
<b>L4: Strong Response</b>  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 a range (three or more) of undeveloped points.  Evaluation is clearly focussed on the action, its strengths and/or weaknesses, and how effective it is likely to be.  A convincing overall assessment or conclusion is reached.
<b>L3: Reasonable Response</b>  3–4	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.  An overall assessment or conclusion is attempted.
<b>L2: Basic Response</b>  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.  An overall assessment or conclusion is weak or not attempted.
<b>0</b>	No relevant or creditworthy material

**3 (a) Identify one value-judgement from Source 4. Explain why you think it is 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 a value-judgement may be found in Source 4:

- *It is just not right* that a large percentage of children never get the opportunity to go to school.
- *Where you are born should not determine whether you get a good education.*
- *Access to good hospitals should be free.*
- *A good education is about helping young people to be global citizens who stand up for their rights*

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

Level and Marks	Description of Level
<b>Level 3: Strong Response</b>  3 marks	The response demonstrates clear understanding of the nature of value judgements and applies this accurately to a correct example identified from the Source.
<b>Level 2: Reasonable Response</b>  2 marks	The response demonstrates some understanding of value judgements and attempts to apply this to a correct example identified from the Source. The explanation lacks some clarity and accuracy.
<b>Level 1: Basic Response</b>  1 marks	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.
<b>0 marks</b>	No relevant response or creditworthy material.

**(b) Identify one fact from Nathalie’s blogspot. 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 or accurate.

The fact has to come from Nathalie’s blogspot. The facts are:

- In some parts of the world education is cost-free
- In some countries it costs money to send children to school
- Nathalie’s father left school at 16
- Nathalie’s father runs his own business

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

Level and Marks	Description of Level
<b>Level 3: Strong Response</b>  3 marks	The response demonstrates clear understanding of the nature of facts and applies this accurately to a correct example identified from the Source.
<b>Level 2: Reasonable Response</b>  2 marks	The response demonstrates some understanding of facts and attempts to apply this to a correct example identified from the Source. The explanation lacks some clarity and accuracy.
<b>Level 1: Basic Response</b>  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 value judgements.
<b>0 marks</b>	No relevant response or creditworthy material.

*Further guidance – accept facts from both Nathalie’s and Adam’s statements in the blog.*

<b>Page 8</b>	<b>Mark Scheme</b>	<b>Syllabus</b>	<b>Paper</b>
	<b>Cambridge IGCSE – March 2016</b>	<b>0457</b>	<b>32</b>

**(c) In this discussion, whose reasoning works better, Adam’s or Nathalie’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 any evidence they use;**
- **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
<b>L5: Very Good Response</b>  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>L4: Strong Response</b>  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>L3: Reasonable Response</b>  5–7	<p>Reasonable points about which reasoning works better. Some evaluation of how well the reasoning works for one or 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>L2: Basic Response</b>  3–4	<p>Basic points about which reasoning works better. There may be only one argument considered with no, or very little, attempt at comparison.</p> <p>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>An asserted judgement may be attempted.</p>
<b>L1: Limited Response</b>  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

Page 10	Mark Scheme	Syllabus	Paper
	Cambridge IGCSE – March 2016	0457	32

#### 4 Study Sources 1–4

**Do you think cost-free education for all children should be a priority for governments?**

**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 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
<b>L5: Very Good Response</b>  <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>Page 11</b>	<b>Mark Scheme</b>	<b>Syllabus</b>	<b>Paper</b>
	<b>Cambridge IGCSE – March 2016</b>	<b>0457</b>	<b>32</b>

<p><b>L4: Strong Response</b></p> <p><b>12–15</b></p>	<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>
<p><b>L3: Reasonable Response</b></p> <p><b>8–11</b></p>	<p>Reasonable argument about the issue. The response is likely to contain some arguments and/or evidence to support the views expressed, with at least one developed point, and some undeveloped points. An assessment or conclusion is attempted but may not be convincing.</p> <p>Lower in the band some arguments may begin to lack clarity, and/or be partial and generalised.</p>
<p><b>L2: Basic Response</b></p> <p><b>4–7</b></p>	<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>
<p><b>L1: Limited Response</b></p> <p><b>1–3</b></p>	<p>Limited and unsupported reasoning about the course of action or issue in general. Different arguments may be included.</p>
<p><b>0</b></p>	<p>No relevant or creditworthy material</p>