

CAMBRIDGE INTERNATIONAL EXAMINATIONS

Cambridge International General Certificate of Secondary Education

MARK SCHEME for the March 2016 series

0457 GLOBAL PERSPECTIVES

0457/01

Paper 1 (Individual Research), maximum raw mark 80

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.

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Page 2	Mark Scheme	Syllabus	Paper
	Cambridge IGCSE – March 2016	0457	01

Marks are awarded against each assessment criterion using the statements within the bands.

A mark of zero should be awarded for non-creditworthy responses.

Assessment Criteria	Band 1 1–2 marks	Band 2 3–4 marks	Band 3 5–7 marks	Band 4 8–10 marks
Gather and present information, representing different perspectives	<ul style="list-style-type: none"> • presents limited, relevant information • shows a limited use of resources • gives few perspectives 	<ul style="list-style-type: none"> • presents some relevant information • shows some use of resources • gives some perspectives 	<ul style="list-style-type: none"> • presents a range of relevant information • shows use of a range of mostly appropriate resources • gives a variety of perspectives 	<ul style="list-style-type: none"> • presents a broad range of relevant information • shows use of a range of highly appropriate resources • gives a wide variety of perspectives, including global, local/national and personal
Analyse issues within the topic as identified by the question posed for the study	<ul style="list-style-type: none"> • identifies few relevant issues • shows little analysis of the issues within the topic • gives little consideration to the causes, effects and/or current situations 	<ul style="list-style-type: none"> • identifies some of the relevant issues • shows some analysis of these issues • considers some of the causes, effects and/or current situations 	<ul style="list-style-type: none"> • identifies mostly relevant issues • shows sound analysis of these issues • considers the causes, effects and the current situations in some detail 	<ul style="list-style-type: none"> • identifies highly relevant issues • shows thorough analysis of these issues • considers the causes, effects and current situations in depth
Identify and evaluate possible scenarios and formulate possible courses of action	<ul style="list-style-type: none"> • identifies few relevant possible scenarios • shows little evaluation • proposes few relevant courses of action 	<ul style="list-style-type: none"> • identifies some simple possible scenarios • shows limited evaluation • proposes some possible courses of action which are simplistic in approach and not developed 	<ul style="list-style-type: none"> • identifies a range of possible scenarios • shows some evaluation • proposes some appropriate courses of action which are sometimes developed 	<ul style="list-style-type: none"> • identifies a broad range of possible scenarios • shows sound evaluation • proposes a range of courses of action which are well developed

Page 3	Mark Scheme	Syllabus	Paper
	Cambridge IGCSE – March 2016	0457	01

<p>Develop an evidence-based personal response, demonstrating self-awareness</p>	<ul style="list-style-type: none"> • little evidence of a personal response • little reference to the considered evidence • minimal evidence of self-awareness 	<ul style="list-style-type: none"> • some evidence of a personal response • some reference to the considered evidence • some evidence of self-awareness 	<ul style="list-style-type: none"> • sound evidence of an appropriate personal response • some reference to the considered evidence which sometimes justifies the response • sound evidence of self-awareness 	<ul style="list-style-type: none"> • detailed evidence of an appropriate personal response • full reference to the considered evidence which fully justifies the response • significant evidence of self-awareness
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