

**CAMBRIDGE INTERNATIONAL EXAMINATIONS**

Cambridge International General Certificate of Secondary Education

## **MARK SCHEME for the October/November 2015 series**

### **0457 GLOBAL PERSPECTIVES**

**0457/33**

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.

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1 (a) From Source 1, what is the most important aspect of culture to you and why? [4]

Candidates may identify any of the following aspects from Source 1:

- art and music
- food
- clothing
- language
- traditions
- religion

*Further guidance – note that the only acceptable answers are located in Source 1. However, candidates may use their own words to describe an aspect from the mind map.*

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

- Possible consequence
- Degree of impact for individual/groups
- Possible benefit to individuals, country and world
- Other reasonable response

Level of Response and Marks	Description of Level
<b>Level 4: Strong Response</b>  <b>4 marks</b>	Identification of an aspect and clearly reasoned, credible and structured explanation of why chosen aspect is important; may compare different aspects; usually one (or more) developed arguments or a range of undeveloped reasons, clearly linked to the importance of the aspect chosen. Holistic understanding of the interrelationship of factors. <i>e.g. Language is the most important because it allows people within a country to communicate with each other. It doesn't matter what food people eat as long as they can communicate their needs and wants to others. Communicating the same language brings people together so they are more tolerant of each other.</i>
<b>Level 3: Reasonable Response</b>  <b>3 marks</b>	Identification of an aspect and some reasoned explanation of why their chosen aspect is important; usually one developed argument(s) suggested with some link to the the importance of the chosen aspect, but may be implicit at times; or several undeveloped points about their chosen aspect. <i>e.g. Language is important because if people can communicate with each other, they are more likely to get along with each other and there will be less conflict.</i>
<b>Level 2: Basic Response</b>  <b>2 marks</b>	Identifies an aspect with a little attempt to justify but argument is weak or not linked to the issue explicitly. <i>e.g. Language is important to understand what others say.</i>
<b>Level 1: Limited Response</b>  <b>1 mark</b>	Simple identification of an aspect with no attempt to justify or the reasoning is not related to the issue.
<b>0 marks</b>	No relevant response or creditworthy material.

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- (b) From Source 2, identify one possible advantage of globalisation. Explain why you think this is an advantage. [4]

Candidates may identify the following aspects from the poem in Source 2:

- technology
- being connected through technology/internet
- world without walls/barriers
- food to take away
- local currency dying
- all wearing the same

*Further guidance – note that the only acceptable answers are located in Source 2. However, candidates may use their own words to describe an advantage from the poem.*

Candidates are likely to give the following type of explanations:

- Uses and benefits
- How many people/groups are affected
- How widespread the advantage is
- Other reasonable response

*Further guidance – candidates may discuss ‘reason(s)’ they think what they have identified is an advantage; the assessment is focussed upon their reasoning/justification for their choice.*

Level of Response and Marks	Description of Level
<b>Level 4: Strong Response</b>  4 marks	Identification of an advantage and clearly reasoned, credible and structured explanation of why it is an advantage; usually one (or more) developed arguments or a range of undeveloped reasons, clearly linked to the issue. e.g. <i>Being connected to the rest of the world is an advantage as it means we have more control over where we buy products from and can access information quickly from a variety of sources as well as keep in contact with family and friends around the world more easily, which helps with relationships.</i>
<b>Level 3: Reasonable Response</b>  3 marks	Identification of an advantage and some reasoned explanation of why it is an advantage; usually one developed argument suggested with some link to the issue, but may be implicit at times; or several undeveloped reasons. e.g. <i>Being connected to the rest of the world is an advantage because we can get more information quickly and it is from different perspectives.</i>
<b>Level 2: Basic Response</b>  2 marks	Identifies an advantage with a little attempt to justify but argument is weak or not linked to the issue explicitly. e.g. <i>Being connected so we can talk to people around the world.</i>
<b>Level 1: Limited Response</b>  1 mark	Simple identification of an advantage with no attempt to justify or the reasoning is not related to the issue.
<b>0 marks</b>	No relevant response or creditworthy material.

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(c) Identify one possible disadvantage of globalisation from Source 2. Explain why you think this is a disadvantage. [4]

All the answers from question C can be credited as candidates might see these as disadvantages:

- technology
- being connected
- traditions disappearing
- take away food
- local currency dying
- all wearing the same
- loss of culture
- all the same
- loss of/no traditions
- loss of language
- sweatshops
- cheap labour
- pollution

Candidates are likely to give the following type of explanations:

- Intended possible consequences and implications
- How many people/groups are affected
- How widespread the issue is
- How easy/difficult to solve
- Other reasonable response

*Further guidance – candidates may discuss ‘reason(s)’ they think what they have identified is a disadvantage; the assessment is focussed upon their reasoning/justification for their choice.*

<b>Level of Response and Marks</b>	<b>Description of Level</b>
<b>Level 4: Strong Response</b>  <b>4 marks</b>	Identification of a disadvantage and clearly reasoned, credible and structured explanation of why it is a disadvantage; usually one (or more) developed arguments or a range of undeveloped reasons, clearly linked to the issue. <i>e.g. Sweat shops are a disadvantage as people work for long hours in often dangerous conditions when they should be earning a decent wage so that their families can afford to buy the products they go to work to make in the factories.</i>
<b>Level 3: Reasonable Response</b>  <b>3 marks</b>	Identification of a disadvantage and some reasoned explanation of why it is an disadvantage; usually one developed argument suggested with some link to the issue, but may be implicit at times; or several undeveloped reasons. <i>e.g. Sweatshops are a disadvantage as they are using people to work as cheap labour.</i>

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<b>Level of Response and Marks</b>	<b>Description of Level</b>
<b>Level 2: Basic Response</b>  <b>2 marks</b>	Identifies a disadvantage with a little attempt to justify but argument is weak or not linked to the issue explicitly. e.g. <i>Sweatshops are a disadvantage as people work hard.</i>
<b>Level 1: Limited Response</b>  <b>1 mark</b>	Simple identification of a disadvantage with no attempt to justify or the reasoning is not related to the issue.
<b>0 marks</b>	No relevant response or creditworthy material.

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2 (a) Nadia needs to make a decision about which university to attend.

Give one piece of information Nadia might need to find out about the university overseas to help her decide which university to attend. Explain how this information will help her make her decision. [6]

Indicative content

- Where she might live
- What language the lectures will be in
- Whether she will get accommodation on campus or how far away
- How long the course lasts
- Whether the holidays are long enough for her to travel home
- What degree she would achieve

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

Levels and Marks	Description of Level
<b>Level 3: Strong Response</b> 5–6	Relevant information and clearly reasoned, credible and structured explanation of how the information needed will help; usually two (or more) developed arguments clearly linked to the issue; or a wide range (four or more) of undeveloped reasons.
<b>Level 2: Reasonable Response</b> 3–4	Relevant information and some reasoned explanation of how the given information needed will help; usually one (or more) developed argument with some link to the issue, but may be implicit at times; or a range (three or more) of undeveloped reasons.
<b>Level 1: Basic Response</b> 1–2	<p>Some relevant information and basic reasoning and explanation; the response is likely to contain simple, undeveloped and asserted explanation, with one or two undeveloped points. Arguments are partial, generalised and lack clarity.</p> <p>Lower in the band the arguments are likely to be generalised, lack relevance to the issue and/or simply recycle/copy material from the Sources without any explanation or development.</p>
0	No relevant or creditworthy material

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**(b) Explain what you think the benefits might be of attending a university overseas. [6]**

Indicative content

- new experiences
- make friends with others from different countries and cultures
- deal with challenges, e.g. language barrier, food, customs
- experience different culture
- other reasonable response

<b>Levels and Marks</b>	<b>Description of Level</b>
<b>Level 3: Strong Response</b>  5–6	Relevant information and clearly reasoned, credible and structured explanation of the benefits of attending a university overseas; usually two (or more) developed arguments clearly linked to the issue; or a wide range (four or more) of undeveloped reasons.
<b>Level 2: Reasonable Response</b>  3–4	Relevant information and some reasoned explanation of the benefits of attending a university overseas; usually one (or more) developed argument with some link to the issue, but may be implicit at times; or a range (three or more) of undeveloped reasons.
<b>Level 1: Basic Response</b>  1–2	Some relevant information and basic reasoning and explanation; the response is likely to contain simple, undeveloped and asserted explanation, with one or two undeveloped points. Arguments are partial, generalised and lack clarity.  Lower in the band the arguments are likely to be 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

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- 3 (a) Costas says, “her parents insisting on a traditional Sikh wedding like the one they had”. How reasonable do you think the parents’ perspective is? Explain your answer. [6]

Judgements might consider that her parents are being unreasonable and that there should be some compromise, perhaps there could be elements of each type of wedding. It could also be reasonable as they might be paying, in which case they should be able to determine the kind of wedding their daughter has. If, however, the couple are paying, then they should decide on the type of wedding they want to have.

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

<b>Level 3: Strong Response</b>  <b>5–6</b>	<p>Strong, supported judgement of the perspective. The response evaluates the reasonableness effectively and with reference to whether they support the parents’ perspective. Words and phrases from the stimulus are used to support candidates’ responses. There will usually be two (or more) developed points, possibly with some undeveloped points.</p>
<b>Level 2: Reasonable Response</b>  <b>3–4</b>	<p>Some supported judgement of the perspective. The response is likely to contain some reasoned arguments and/or evidence to support the views expressed, usually with one (or more) developed points, and some undeveloped points. Explanations may be partial and lack clarity at times.</p>
<b>Level 1: Basic Response</b>  <b>1–2</b>	<p>The response is likely to contain simple, undeveloped and asserted suggestions, with only one or two undeveloped points. Explanations are partial and lack clarity. There may be opinion or (dis)agreement with how reasonable the perspective is plus some paraphrase or quotation of the stimulus material.</p> <p>Lower in the band the arguments are likely to be very generalised, lack relevance and/or simply recycle/copy material from the Source without any explanation or development.</p>
<b>0</b>	<p>No relevant response or creditworthy material</p>



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**(b) Whose reasoning works better, Juanita’s or Kristina’s? In your answer you should support your point of view with their words and phrases and you may consider:**

- **the reliability of any sources used;**
- **any values held;**
- **how logical the reasoning is;**
- **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
  - factual, opinion, value, anecdote
  - testimony – from experience and expert
- knowledge claims
- 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

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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 whose reasoning works better. Coherent, structured evaluation of both arguments, with clear comparison.</p> <p>The response usually contains 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 whose reasoning works better. Evaluation of both arguments with comparison.</p> <p>The response usually contains two (or more) developed evaluative points and may include some undeveloped points. 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 whose reasoning works better. Some evaluation of both arguments, with an attempt at comparison. Judgements and evaluative points are 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> <p><b>If the response does not address both arguments, Juanita’s and Kristina’s, the response cannot be awarded above this level.</b></p>
<b>L2: Basic Response</b>  3–4	<p>Basic points about whose 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 reached.</p>
<b>L1: Limited Response</b>  1–2	<p>Limited and unsupported points about whose reasoning works better. The response considers the arguments only 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 argument presented.</p> <p>The response may not contain any clear evaluative points.</p>
<b>0</b>	No relevant or creditworthy material

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**4 Do you think it is possible to keep national cultures alive in a globalised world?**

**In your answer you should:**

- give reasons for your opinion;
- use relevant examples to support your opinion (you may use your own experience);
- show that you have considered different perspectives;
- explain why you disagree with some of these perspectives.

**[18]**

Indicative Content

Candidates are expected to explore and reflect on different perspectives to help them decide whether it is possible to keep national cultures alive. They may consider local, national and personal perspectives. Candidates should explore how they can keep national cultures alive at different levels. 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.

Issues that candidates are likely to explore are:

- impact of the internet
- influence of social media
- travel and tourism
- loss of cultural diversity
- sharing of culture to increase creativity
- cultural mixing and hybrids
- preserving local cultures through education
- movements to retain traditions and heritage

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 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, usually with three (or more) developed points, and some undeveloped points.</p> <p>A clear judgement is reached.</p>
<b>L4: Strong Response</b>  <b>12–15</b>	<p>Clear, supported reasoning with some structure about the 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, usually with two (or more) developed points, and some undeveloped points.</p> <p>A judgement is reached.</p>

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<b>Level and Marks</b>	<b>Description of Level</b>
<b>L3: Reasonable Response</b>  <b>8–11</b>	<p>Some supported reasoning about the issue. Different arguments and perspectives are included.</p> <p>The response is likely to contain points and/or evidence to support the views expressed, usually with one (or more) developed point(s), and some undeveloped points.</p> <p>An attempt is made to give an overall judgement.</p>
<b>L2: Basic Response</b>  <b>4–7</b>	<p>Basic reasoning about the 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>L1: Limited Response</b>  <b>1–3</b>	<p>Limited and unsupported reasoning about the issue in general. Different arguments may be included.</p>
<b>0</b>	No relevant or creditworthy material