Cambridge Assessment International Education
Cambridge International General Certificate of Secondary Education

GLOBAL PERSPECTIVES **0457/12**

Paper 1 Written Examination **February/March 2019**

MARK SCHEME

Maximum Mark: 70

Published

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 International will not enter into discussions about these mark schemes.

Cambridge International is publishing the mark schemes for the February/March 2019 series for most Cambridge IGCSE™, Cambridge International A and AS Level components and some Cambridge O Level components.

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Generic Marking Principles

These general marking principles must be applied by all examiners when marking candidate answers. They should be applied alongside the specific content of the mark scheme or generic level descriptors for a question. Each question paper and mark scheme will also comply with these marking principles.

GENERIC MARKING PRINCIPLE 1:

Marks must be awarded in line with:

- the specific content of the mark scheme or the generic level descriptors for the question
- the specific skills defined in the mark scheme or in the generic level descriptors for the question
- the standard of response required by a candidate as exemplified by the standardisation scripts.

GENERIC MARKING PRINCIPLE 2:

Marks awarded are always **whole marks** (not half marks, or other fractions).

GENERIC MARKING PRINCIPLE 3:

Marks must be awarded **positively**:

- marks are awarded for correct/valid answers, as defined in the mark scheme. However, credit is given for valid answers which go beyond the scope of the syllabus and mark scheme, referring to your Team Leader as appropriate
- marks are awarded when candidates clearly demonstrate what they know and can do
- marks are not deducted for errors
- marks are not deducted for omissions
- answers should only be judged on the quality of spelling, punctuation and grammar when these features are specifically assessed by the question as indicated by the mark scheme. The meaning, however, should be unambiguous.

GENERIC MARKING PRINCIPLE 4:

Rules must be applied consistently e.g. in situations where candidates have not followed instructions or in the application of generic level descriptors.

GENERIC MARKING PRINCIPLE 5:

Marks should be awarded using the full range of marks defined in the mark scheme for the question (however; the use of the full mark range may be limited according to the quality of the candidate responses seen).

GENERIC MARKING PRINCIPLE 6:

Marks awarded are based solely on the requirements as defined in the mark scheme. Marks should not be awarded with grade thresholds or grade descriptors in mind.

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Introduction

Most questions are marked holistically using levels of response mark schemes. The marks awarded for an answer are usually based on a judgement of the overall quality of the response, rather than on awarding marks for specific points and accumulating a total mark by adding points.

Inevitably, the mark scheme cannot cover all responses that candidates may make for all of the questions. In some cases candidates may make very strong responses which the mark scheme has not predicted. These answers should nevertheless be credited according to their quality.

Levels of response

For answers marked by levels of response, the following is intended to describe the quality of the response required (level of skill that should be demonstrated) for the award of marks at different points in the mark range for the question.

In the levels of response mark scheme positive achievement is being rewarded.
For answers marked by levels of response:

(a) Marking grids describe the top of each level.
(b) **To determine the level** – start at the highest level and work down until you reach the level that matches the answer.
(c) **To determine the mark within the level**, consider the following:

Descriptor	Award mark
Consistently meets the criteria for this level	At top of level
Meets the criteria but with some slight inconsistency	Above middle and either below top of level or at middle of level (depending on number of marks available)
Just enough achievement on balance for this level	Above bottom and either below middle of level or at middle of level (depending on number of marks available)
On the borderline of this level and the one below	At bottom of level

Mark scheme

All of the questions are based on sources which are available to candidates as an Insert to the examination paper. It is therefore very important to study this material prior to marking to become familiar with the context of the questions.

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Question	Answer	Marks
1(a)	Candidates should identify the following from Source 1: • When people move from one country to live in another. 1 mark should be awarded for the correct answer. *Further guidance – the only acceptable answer is listed above. However, candidates may use their own words.*	**1**
1(b)(i)	Candidates may identify the following causes of migration from Source 1: • to find employment • to send money home (to support the family) • to improve standard of living • to flee from war and conflict (escape from danger of injury and death) • to move to survive natural disasters (like famine, drought/water shortage, disease) • to seek education for their children • to escape poverty. 1 mark should be awarded for correctly identifying a cause from the list above. *Further guidance* *(i) The only acceptable answers are listed above. However, candidates may use their own words.* *(ii) The response must refer to the action and the intention to be awarded the mark e.g. to find AND employment; to find OR employment alone are not sufficient.*	**1**
1(b)(ii)	Candidates may identify the following consequences for the country people are moving to, from Source 2: • provides skilled workers • reduces wages • conflict between different groups • greater demand on schools and hospitals • housing shortages • economic growth. 1 mark should be awarded for correctly identifying a consequence from the list above. *Further guidance – the only acceptable answers are listed above. However, candidates may use their own words.*	**1**

Question	Answer	Marks
1(c)	Candidates may identify one of the following consequences: • divides families • loss of young people and adults (to the country people move from) • money sent by migrants to people in their home country • creates elderly population (in the country people move from) • provides skilled workers • reduces wages • conflict between different groups • greater demand on schools and hospitals • housing shortages • economic growth. Candidates may give the following explanations, any of which could be used, to justify their choice: • the number of people affected • the range of impact e.g. number of countries affected • the depth of impact e.g. how much difference will be made to life / the economy • the timescale for making a difference • costs • other reasonable response. *Further guidance – candidates are most likely to discuss consequences from Source 2 as listed above. However, the assessment is focused mainly upon their reasoning / justification and therefore additional consequences should be credited.* The following levels of response should be used to award marks: **Level 3 (3 marks) Good response** Clearly reasoned explanation explicitly linked to a consequence with one fully developed point or three relevant but undeveloped points. **Level 2 (2 marks) Reasonable response** Some explanation with one or two undeveloped points. The link between the explanation and a consequence may be implicit or unclear at times. **Level 1 (1 mark) Limited response** A consequence is identified with limited or no explanation. Explanation is not credible or linked to the identified consequence. **Level 0 (0 marks)** No relevant response or creditworthy material.	**3**

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Question	Answer	Marks
1(d)	Indicative content Candidates are likely to identify the following reasons/consequences: • more money needed for their healthcare • more money needed for pensions • more money needed for social services • employment patterns affected • affects economic growth • changes population characteristics • wastes investment in people/education/etc • affects housing • might cause conflict/ethnic tension • loss of wealth overseas • other reasonable response. The following levels of response should be used to award marks: **Level 3 (5–6 marks) Good response** A clear and full explanation related to the context – country / national. Typically, the response will contain two developed points with several other undeveloped points. Importance for country is explicit. **Level 2 (3–4 marks) Reasonable response** A basic or partial explanation generally related to the context – country / national. Typically, the response will contain one developed point with one or two other undeveloped points. Importance for country generally implied. **Level 1 (1–2 marks) Limited response** An identification of a consequence with limited or no explanation related to the context – country / national. Some limited explanation is required to be awarded 2 marks. **Level 0 (0 marks)** No relevant response or creditworthy material. *Further Guidance – a list of consequences in a sentence without explanation or development should be treated as one undeveloped point.*	**6**

Question	Answer	Marks
2(a)	Indicative content Candidates are likely to discuss the following evaluative points relating to Source 3: **Strengths:** • uses many examples • strong tone of language – passionate • clear argument and easy to follow • uses a source as evidence • ethical/moral argument clear • counterarguments used • empathy shown. **Weaknesses:** • few facts and statistics to back up claim • source not referenced • potential newspaper bias • author unknown – difficult to verify knowledge claims • emotive tone of language. The following levels of response should be used to award marks: **Level 3 (5–6 marks) Good response** Clearly reasoned, credible and structured evaluation; two (or more) developed, explained points clearly linked to the issue, with some other undeveloped points; or a wide range (four or more) of undeveloped points. Evaluation is clearly focused on the reasoning and/or evidence, its strengths **and** weaknesses and the way it is used to support the claim. **Level 2 (3–4 marks) Reasonable response** Reasonable evaluation mainly focused on the evidence, its strengths and/or weaknesses, and the way it is used to support the claim. Describes rather than explains evaluative points. The response may contain one (or more) developed point(s), with some other undeveloped points. Some (three or more) undeveloped points may be sufficient to reach this level. **Level 1 (1–2 marks) Limited response** Limited evaluation which is often unsupported and asserted. The response is clear in part but is incomplete and generalised. It contains one or two undeveloped points only. Answers at this level may repeat source material with little understanding. **Level 0 (0 marks)** No relevant response or creditworthy material.	**6**

Question	Answer	Marks
2(b)	Indicative content Candidates are likely to discuss the following ways to test the claim stated in Source 3: **Possible types of information:** • compare statistics/information on migrants and economic impact • data from government or pressure groups • research reports • expert testimony • individual testimony or personal experience • other relevant response. **Possible sources of information:** • national and local governments and their departments • international organisations, e.g. UN, EU, WTO, ILO • experts in migration and economics • research reports • pressure groups, charities and NGOs • media and the internet • other relevant response. **Possible methods:** • review of secondary sources/literature/research/documents • interview relevant experts, e.g. business leaders, economists • internet search • questionnaires • surveys • other relevant response. The following levels of response should be used to award marks: **Level 4 (7–8 marks) Very good response** Clearly reasoned, credible and structured explanation of a range of ways to research the claim. The response contains three (or more) developed points, and may contain some undeveloped points. The response is clearly and explicitly related to researching the claim. **Level 3 (5–6 marks) Good response** Reasoned and mainly credible explanation of ways to research the claim. The response contains two (or more) developed points, and may contain some undeveloped points. The response is explicitly related to researching the claim.	**8**

Question	Answer	Marks
2(b)	**Level 2 (3–4 marks) Reasonable response** Some reasoning and explanation of ways to research the claim. The response contains one (or more) developed point(s), and/or a range of undeveloped points. The response may lack clarity. The response is implicitly related to researching the claim and may be list-like. **Level 1 (1–2 marks) Limited response** Limited explanation of ways to research the claim. The response contains one or two simple, undeveloped and asserted points. There is little relevance in the response to researching the claim or the methods, sources and types of information are generally not appropriate for the claim being tested. **Level 0 (0 marks)** No relevant response or creditworthy material. *Responses that do not link explicitly to the issue/context are unable to score higher than Level 2.*	

Question	Answer	Marks
3(a)	Candidates may identify one of the following opinions from Source 4: • I'm really worried about migrants. • It is no longer safe to walk in the streets. • I think that refugee gangs will increase the crime rate. • Migrants take our jobs and our people are unable to get work. • Why should migrants use our schools and hospitals when they have not paid for them in taxes, like the rest of us? It is not fair. • The number of migrants should be restricted. • Many should be sent back to their own country. • They are the responsibility of their own government. • I believe that people in developed countries should help people in less developed countries. • If all countries shared the task of supporting refugees, the problem could be solved. 1 mark should be awarded for identifying of one of the above opinions. *Further guidance – the only acceptable answers are listed above. However, candidates may use their own words.*	**1**
3(b)	Candidates may identify one of the following predictions from Source 4: • I think that refugee gangs will increase the crime rate. • If all countries shared the task of supporting refugees, the problem could be solved. • If our governments and the world's international organizations worked together, we could improve education and employment in poorer countries. 1 mark should be awarded for identifying of one of the above predictions. *Further guidance – the only acceptable answers are listed above. However, candidates may use their own words.*	**1**

Question	Answer	Marks
3(c)	Indicative Content A vested interest is a strong personal interest (involvement, commitment, point of view or similar) because of potential personal advantage or gain, maybe economic, social, political, or other. The following examples are found in Source 4. • Isa has a vested interest in stopping migration as her employer uses migrants who work for less and this means she is unable to get a pay rise. • Jusse has a vested interest in encouraging governments to work with international organisations as he works for the United Nations. • A developed country helping a less developed country if the developed country explicitly gains from the relationship. Award 1 mark for correctly identifying a vested interest from the list above. However, candidates may use their own words. Award an additional 1 mark for a response that demonstrates some understanding of a vested interest. Or Award an additional 2 marks for a clear understanding of a vested interest applied accurately to the example identify from Source 4. *The response must include a correct example of a vested interest to be awarded additional marks for the explanation.*	**3**

Question	Answer	Marks
3(d)	Indicative content Candidates are expected to evaluate the arguments presented in Source 4 and compare their effectiveness. They should make a supported judgement with some explanation about which person has the most convincing argument. Candidates may support their judgement by considering: **Strength of reasoning:** • logic • structure • balance • claims. **Authority and expertise** • ability to know. **Use of language:** • tone – emotive, exaggerated, precise, measured • clarity. **Evidence:** • range of information and depth • relevance • sufficiency – sample • source – media; internet • date – how recent • different types of information – fact, opinion, value, anecdote • testimony – from experience and expert. **Sources of bias or vested interest:** • local interest • personal interest • political • economic • personal values • experience. **Likely consequences or implications of the ideas presented** **Acceptability of their values to others** • how likely other people are to agree with their perspective/view • the extent to which the views expressed are supported by the candidate. The following levels of response should be used to award marks:	**15**

Question	Answer	Marks
3(d)	**Level 5 (13–15 marks) Very good response** Clear, credible and well supported points about which argument is more convincing. Coherent, structured evaluation of **both** arguments with clear comparison. The response contains at least three (or more) developed evaluative points and may include some undeveloped points. A clear judgement is reached. **Level 4 (10–12 marks) Good response** Clear, supported points about which argument is more convincing. Evaluation of **both** arguments, with comparison. The response contains at least two (or more) developed evaluative points and may include some undeveloped points. A wide range (five or more) of undeveloped but clearly appropriate points may be sufficient to enter this band at the lower level. A judgment is reached. **Level 3 (7–9 marks) Reasonable response** Reasonable points about which argument is more convincing. Some evaluation of **one or both** arguments, with an attempt at comparison. Judgements and evaluative points are partially supported or asserted. Some tendency to describe the statements rather than evaluate explicitly. One (or more) developed evaluative points, possibly with some undeveloped points; three (or more) undeveloped points may be sufficient to enter this band at the lower level. An attempt is made to give an overall judgement. **Level 2 (4–6) Basic response** Basic points about which argument is more convincing. There may be only one argument considered in any detail, with little attempt at comparison. Judgements and evaluative points are partially supported and lack clarity/relevance at times. Mainly describes the statements rather than evaluate. The response contains two (or more) undeveloped points. A basic judgement may be reached. **Level 1 (1–3 marks) Limited response** Limited and unsupported points about which argument is more convincing. The response considers 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. The response may not contain any clear evaluative points. **Level 0 (0 marks)** No relevant response or creditworthy material.	

Question	Answer	Marks
4	Indicative content Candidates are expected to make a judgement about the issue, i.e. whether governments should allow free movement of people between countries, using reasons and evidence to justify their opinion. Candidates may use and develop the material found in Sources 1 to 4, but should go beyond simply repeating or recycling without adaptation. Other material may be introduced but is not necessary to gain full marks. Candidates may consider some of the following: • reference to scale of impact on countries, migrants, the economy • reference to different consequences and implications for individuals/groups/government/world • how long it might take to make a difference • barriers to change • the power of collective action, e.g. cooperation between countries over migration • the influence of individuals and groups on decision making • the role of vested interests and power differences • potential conflicts of interest • difficulties in planning and coordinating improvements • cost and access to resources to implement change • other reasonable response. The following levels of response should be used to award marks: **Level 5 (20–24 marks) Very good response** Clear, well supported reasoning about the issue. Different arguments and perspectives are clearly considered. The response contains a wide range of clearly reasoned points and/or evidence to support the views expressed, with four (or more) developed points, and some undeveloped points. The response is very well-structured and a clear judgement is reached. **Level 4 (15–19 marks) Good response** Clear, supported reasoning about the issue. Different arguments and perspectives are considered. The response contains a range of reasoned points and/or evidence to support the views expressed, with three (or more) developed points, and some undeveloped points. The response is generally well-structured and a judgement is reached.	**24**

Question	Answer	Marks
4	**Level 3 (10–14 marks) Reasonable response** Some supported reasoning about the issue. Different arguments and perspectives are included. The response contains some points and/or evidence to support the views expressed, with two (or more) developed points, and some undeveloped points. The response is structured but at times difficult to follow and an attempt is made to give an overall judgement. **Level 2 (5–9 marks) Basic response** Basic reasoning about the issue. Different arguments are included; perspectives, if present, are unclear. The response relies on assertion rather than evidence but contains one (or more) developed point(s) or a range of undeveloped points. The response lacks structure and is difficult to follow though a basic judgement may be attempted. **Level 1 (1–4 marks) Limited response** Limited and unsupported reasoning about the topic in general. Different arguments may be included.	

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