Cambridge Assessment International Education

Cambridge IGCSE™

GLOBAL PERSPECTIVES **0457/12**

Paper 1 Written Examination **March 2020**

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 March 2020 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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Annotations

Scripts must be annotated to show how and where marks have been awarded. All responses must be annotated.

For scripts marked on RM Assessor, a selection of the following on-screen annotations are available.

Annotation	Meaning
	Correct, creditworthy point
Eval	Evaluation
	Development
	Benefit of doubt given
	Incorrect point
	Unclear/confused point
JU	Judgement
	Omission mark, more required
I	Interpretation
Vertical wavy line	Irrelevant
	Highlighter
REP	Repetition
	Comment Box

The number of ticks used does not need to tally with the mark achieved. The mark scheme indicates the most likely annotation to be used with each question.

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Question	Answer	Marks
1(a)	**Main Annotations**  Candidates should identify the following from Source 1: • Increasing/going up/rising 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)	**Main Annotations**  Candidates may identify the following issues from sources 1 and 2: • Increasing government spending on education. • Employing more teachers. • Reducing class sizes. • Giving access to education for all girls and women. • Providing skills for work and life. • Encouraging continuous learning throughout life. • Achieving adult literacy for all. • Secondary education for all. *Further guidance –the only acceptable answers are listed above. However, candidates may use their own words.*	**2**

Question	Answer	Marks
1(c)	**Main Annotations**  Indicative content Candidates may identify one of the following issues: • Increasing government spending on education. • Employing more teachers. • Reducing class sizes. • Giving access to education for all girls and women. • Providing skills for work and life. • Encouraging continuous learning throughout life. • Achieving adult literacy for all. • Secondary education for all. Candidates may give the following explanations, any of which could be used, to justify their choice: • Has greatest impact. • Affects most people. • Ethically or morally most unacceptable. • The most difficult to solve. • Has multiple consequences. • Creates spiral of decline/vicious circle. • Other reasonable response. *Further guidance – candidates are most likely to discuss issues from the source as listed above. However, the assessment is focused mainly upon their reasoning / justification and therefore additional issues should be credited.* The following levels of response should be used to award marks. **Level 3 (3 marks) Good response** Clearly reasoned, credible explanation explicitly linked to an issue. This may contain two clear reasons, or one fully explained. **Level 2 (2 marks) Reasonable response** Some explanation usually with one or two reasons. The link between the explanation and an issue may be implicit or unclear at times. **Level 1 (1 mark) Limited response** An issue is identified but with limited or no explanation. The issue is asserted, or the explanation is not clear and/or credible. **Level 0 (0 marks)** No relevant response or creditworthy material.	**3**

Question	Answer	Marks
1(d)	**Main Annotations**  Indicative content Candidates are likely to identify the following local consequences: • Reduced class sizes. • Better skilled local workforce. • More interesting lessons in schools. • More individual attention for students. • Better examination results/qualifications in the local area. • Other reasonable response. Candidates are likely to identify the following national consequences: • Benefits the overall wealth of a country. • Encourages economic growth. • More status given to education nationally. • Improved national educational outcomes. • Lower unemployment in the country. • Other reasonable response. 3 marks are available for the explanation of each consequence. A total of 6 marks (3 marks + 3 marks) are therefore available for the question. The following levels of response should be used to award marks for each part of the question: **Level 3 (3 marks) Good response** A clear and full explanation of the consequence explicitly related to the context – local or national. **Level 2 (2 marks) Reasonable response** A basic or partial explanation of the consequence partly related to the context – local or national. **Level 1 (1 mark) Limited response** An identification of a consequence with limited or no explanation related to the context – local or national. **Level 0 (0 marks)** No relevant response or creditworthy material.	**6**

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Question	Answer	Marks
2(a)	**Main Annotations**  Indicative content Candidates are likely to discuss the following evaluative points relating to Source 3: **Strengths:** • Uses many examples. • Some facts/statistics e.g. Class sizes. • Strong tone of language – passionate. • Clear argument and easy to follow. • Uses a research source as evidence. • Counterarguments used. • Strong knowledge claims/ability to see as a teacher. • References UN. • Other reasonable response. **Weaknesses:** • Few facts and statistics to back up claim. • Source not referenced. • Potential newspaper bias. • Author unknown – difficult to verify knowledge claims, though has some as a teacher. • Emotive tone of language. • Potential bias as a teacher. • Potential vested interest as a teacher. • Other reasonable response. The following levels of response should be used to award marks: **Level 3 (5–6 marks) Good response** Clearly explained, credible and structured evaluation; two (or more) developed points clearly linked to the claim, with some other undeveloped points; or a wide range (four or more) of undeveloped but clearly evaluative points may be sufficient to reach this level. Evaluation is clearly focused on the reasons and/or evidence, its strengths and/or weaknesses and the way it is used to support the claim. **Level 2 (3–4 marks) Reasonable response** Some evaluation, partially explained, of the reasons and/or 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), with some other undeveloped points. Some (three or more) undeveloped points may be sufficient to reach this level. Some evaluative points may be unexplained and descriptive, possibly asserted.	**6**

Question	Answer	Marks
2(a)	**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 undeveloped point only. Answers at this level may repeat source material with little understanding or simply describe features of the statement without evaluation/explanation. **Level 0 (0 marks)** No relevant response or creditworthy material.	

Question	Answer	Marks
2(b)	**Main Annotations**  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 qualifications and pay. • Data from government or pressure groups. • Research reports. • Expert testimony. • Individual testimony or personal experience. • Material from relevant organisations. • Other relevant response. **Possible sources of information:** • National and local governments and their departments. • International organisations, e.g. United nations; ILO. • Experts in employment and education. • 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, teachers, employers. • 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 wide range of ways to research the claim. The response contains two (or more) developed points, and 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 a range of ways to research the claim. The response contains one (or more) developed points, and some undeveloped points. The response is related to researching the claim.	**8**

Question	Answer	Marks
2(b)	**Level 2 (3–4 marks) Reasonable response** Some description with little explanation of some ways to research the claim. The response mainly contains several undeveloped points. The response may lack some clarity. The response is implicitly related to researching the claim. Responses which simply list a range of sources, types of information and methods should be awarded at this level. **Level 1 (1–2 marks) Limited response** Limited description of ways to research the claim. The response contains one or two simple, undeveloped and asserted points without explanation. 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. *Further Guidance - responses that do not link explicitly to the issue/context are unable to score higher than Level 2.*	

Question	Answer	Marks
3(a)	**Main Annotations**    **BOD** Candidates may identify one of the following from Source 4. • High status knowledge leads to good jobs. • High status knowledge leads to a secure future. • Schools will change completely in the future. 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(b)	**Main Annotations**    **BOD** Candidates may identify one of the following from Source 4. • Knowledge is available 'at the touch of a button'. • Employers now want new recruits to have team working, social and communication skills. • My father, a school principal, thinks that schools will change. • Juan works for a company developing computer software. • New technology helps schools to teach (more useful skills for the future). 1 mark should be awarded for identifying one of the above facts. *Further guidance – the only acceptable answers are listed above. However, candidates may use their own words.*	**1**

Question	Answer	Marks
3(c)	**Main Annotations**    **BOD**  Indicative Content Bias is a tendency or prejudice towards something; an attitude that favours something or shows a strong liking; an unbalanced approach not prepared to consider counterarguments or other points of view. Candidates are likely to identify the following reasons from aspects of Juan's background/experience that suggest possible bias: • Juan works for a company developing computer software for schools; this may influence his views about technology and schools. • Juan's father is a school principal, which may influence his views about education. Candidates are likely to identify the following reasons from aspects of the statement that suggest possible bias: • Lack of balance/focus only on the positive impact of technology. • Exaggeration – 'information does not need to be remembered anymore'. • Lack of evidence to support most of the argument. The following levels of response should be used to award marks: **Level 3 (3 marks) Good response** A clear explanation of why the statement may be biased supported with evidence from the statement. Identification of two reasons. **Level 2 (2 marks) Reasonable response** A basic or partial understanding/explanation of why the statement may be biased with some reference to the statement. Identification of one reason. **Level 1 (1 mark) Limited response** An identification of a reason to suggest bias but without explanation – simply asserted. **Level 0 (0 marks)** No relevant response or creditworthy material.	**3**

Question	Answer	Marks
3(d)	**Main Annotations J**  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, structured and well supported points about which argument is more convincing. Coherent, structured evaluation of both arguments with clear comparison. The response contains three (or more) developed and explained evaluative points, and include some undeveloped points. A clear judgement is reached. **Level 4 (10–12 marks) Good response** Clear, credible and supported points about which argument is more convincing. Evaluation of both arguments, with some comparison. The response 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. A judgment is reached. **Level 3 (7–9 marks) Reasonable response** Reasonable points about which argument is more convincing with a little support from the statements. Some evaluation of both arguments, with an attempt at comparison, or evaluation of only one argument. Evaluative points are partially supported or asserted. 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 with little explanation about which argument is more convincing. There may be only one argument considered in any detail, with little attempt at comparison. Evaluative points may be implied and asserted, or simply describe aspects of the statements. 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 or describe source material with little understanding or simply agree/disagree with the arguments presented. The response may not contain any clear evaluative points.	

Question	Answer	Marks
3(d)	**Level 0 (0 marks)** No relevant response or creditworthy material. *Further Guidance – responses that consider only one statement/argument may achieve Level 3 but no higher.*	

Question	Answer	Marks
4	**Main Annotations J**  Indicative content Candidates are expected to make a judgement about the recommended course of action, i.e. the best way to improve education for local people, using reasons and evidence to justify their choice. 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 education. • Reference to different consequences and implications for individuals/ groups. • How long it might take to make a difference. • Barriers to change. • The power of collective action, e.g. cooperation over educational issues. • 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, credible and structured reasoning about the recommended course of action. 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 well structured and a clear judgement is reached. **Level 4 (15–19 marks) Good response** Clear, supported and credible reasoning about the recommended course of action. 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 structured and a judgement is reached.	**24**

Question	Answer	Marks
4	**Level 3 (10–14 marks) Reasonable response** Some supported, mainly credible reasoning about the recommended course of action. 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 partly 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, partly credible, about the recommended course of action. 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) and/or some 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. Mainly asserted and/or without credibility. **Level 0 (0 marks)** No relevant response or creditworthy material.	

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