Cambridge Assessment International Education
Cambridge International General Certificate of Secondary Education

GLOBAL PERSPECTIVES **0457/11**

Paper 1 Written Examination **May/June 2018**

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.

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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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Question	Answer	Marks
1(a)	Candidates should identify the following from Source 1: • Increasing • Elderly increasing 1 mark should be awarded for the identification the trend above. *Further guidance – the only acceptable answer is listed above. However, candidates may use their own words.*	**1**
1(b)	Candidates may identify the following reasons from Source 2: • cleaner water • sanitation improved • improved/greater access to healthcare • improved/greater access to employment 1 mark should be awarded for each correctly identified reason up to a maximum of 2 marks. *Further guidance – the only acceptable answers are listed above. However, candidates may use their own words.*	**2**

Question	Answer	Marks
1(c)	Indicative content Candidates may identify one of the following reasons: • cleaner water • sanitation improved • improved/greater access to healthcare • improved/greater access to employment • other reasonable response 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 • the depth of impact e.g. how much difference will be made to lifespan • the timescale for making a difference • costs • availability of resources • other reasonable response *Further guidance – candidates are most likely to discuss reasons from Source 2 as listed above. However, the assessment is focused mainly upon their reasoning / justification and therefore additional reasons 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 reason with one developed point or three relevant but undeveloped points. **Level 2 (2 marks) Reasonable response** Some explanation with two (or more) undeveloped points. The link between the explanation and a reason may be implicit or unclear at times. **Level 1 (1 mark) Limited response** Limited explanation. Explanation is not linked to a reason explicitly. **Level 0 (0 marks)** No relevant response or creditworthy material. Only the identification of a reason without any explanation.	**3**

Question	Answer	Marks
1(d)	Indicative content Candidates are likely to identify the following local consequences: • more public transport required closer to where people live • more local places for the elderly to meet and enjoy themselves • more elderly people asking for help locally • more old people joining local charities • local protest or political action by the elderly • other reasonable response. Candidates are likely to identify the following national consequences: • increased national expenditure on health care • increased national expenditure on pensions • increased national expenditure on facilities for the elderly • elderly may protest /take political action if their needs are ignored by governments • 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 questions as a whole. Further guidance – candidates may make use of information from Sources 2 and 4, and this should be given credit where appropriate. The following levels of response should be used to award marks: **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 generally 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**

Question	Answer	Marks
2(a)	Indicative content Candidates are likely to discuss the following evaluative points relating to Source 3: **Strengths:** • uses many examples • measured tone of language • clear argument and easy to follow • uses a source as evidence **Weaknesses:** • few facts and statistics to back up claim • source not referenced • potential newspaper bias • author unknown – difficult to verify knowledge claims 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 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 and evidence, its strengths and/or weaknesses and the way it is used to support the claim. **Level 2 (3–4 marks) Reasonable response** Reasonable evaluation mainly focused on the reasoning and/or and 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 (two or more) undeveloped points may be sufficient. **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. May describe personal opinion on the issue. **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 attitudes of the elderly • data from elderly people, those who work with them, or politicians who represent them • research reports • expert testimony • individual testimony or personal experience • material from charities or pressure groups representing the elderly • other relevant response **Possible sources of information:** • national and local governments and their departments • international organisations, e.g. United Nations; UNESCO • experts in population studies/attitudes of the elderly • 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, elderly, carers, families • 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 test the claim. The response contains three (or more) developed points, and may contain some undeveloped points. The response is clearly and explicitly related to testing the claim. **Level 3 (5–6 marks) Good response** Reasoned and mainly credible explanation of ways to test the claim. The response contains two (or more) developed points, and may contain some undeveloped points, **or** a wide range of undeveloped points. The response is explicitly related to testing the claim.	**8**

Question	Answer	Marks
2(b)	**Level 2 (3–4 marks) Reasonable response** Some reasoning and explanation of ways to test 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 related to testing the claim. **Level 1 (1–2 marks) Limited response** Limited explanation of ways to test the claim. The response contains one or two simple, undeveloped and asserted points. There is little relevance in the response to testing 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)	Candidates may identify one of the following from Carla's statement in Source 4: • Old people are respected in Carla's culture • Her grandparents live with her family • The family cares for the grandparents • Grandparents care for the baby • More women go out to work • Grandparents help to pay for her education 1 mark should be awarded for the identification of one of the above. *Further guidance – the only acceptable answers are listed above. However, candidates may use their own words.*	**1**

Question	Answer	Marks
3(b)	Candidates may identify one of the following from Evy's statement in Source 4: • Elderly people in Evy's country are lucky • Pensions are very generous • Young people are not lucky • The needs of young people should come first • Young people are the future 1 mark should be awarded for the identification of one of the above. *Further guidance – the only acceptable answers are listed above. However, candidates may use their own words.*	**1**
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, which could be economic, social, political, or other. The following examples are found in Source 4: • Carla has a vested interest in supporting her grandparents as they pay for her education • As a young person, Evy believes that it is the needs of young people that should come first. 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. For example: Carla has a vested interest in supporting her grandparents as they pay for her education. Or Award an additional 2 marks for a clear understanding of a vested interest applied accurately to the example identify from Source 4. For example: Carla has a vested interest in supporting her grandparents as they pay for her education and if they are given more money she may get more money for her education. *Further Guidance* *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	**15**

Question	Answer	Marks
3(d)	The following levels of response should be used to award marks. **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 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 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. Some evaluation of both arguments, with an attempt at comparison. Judgements and 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 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. 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.	

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Question	Answer	Marks
4	Indicative content Candidates are expected to argue using reasons and evidence to justify their opinion and judgement about the issue, i.e. whether young or old people should be given priority in government spending. Candidates are likely to 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 the age groups • reference to different consequences and implications for individuals/groups/government/world • how long it might take to make a difference • barriers to change • 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 I 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, or a wide range of 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. **Level 0 (0 marks)** No relevant response or creditworthy material.	