Cambridge Assessment International Education
Cambridge International General Certificate of Secondary Education

GLOBAL PERSPECTIVES **0457/12**

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.

Cambridge International will not enter into discussions about these mark schemes.

Cambridge International is publishing the mark schemes for the May/June 2018 series for most Cambridge IGCSE™, Cambridge International A and AS Level and Cambridge Pre-U components, and some Cambridge O Level components.

IGCSE™ is a registered trademark.

© UCLES 2018

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.

© UCLES 2018

Question	Answer	Marks
1(a)	Candidates should identify the following meaning of the term globalisation from Source 1: Countries across the world are becoming more connected and/or dependent on each other. 1 mark should be awarded for the identification of the above. *Further guidance* *The only acceptable answer is listed above. However, candidates may use their own words.* *To be awarded the mark the response must include understanding of increasing levels of or more connection/dependence.* *Accept more connection or more dependence alone. Both elements are not required.*	**1**
1(b)	Candidates may identify the following causes of globalistion: • faster communication • improved transport • more free trade • new technology 1 mark should be awarded for each correctly identified cause up to a maximum of 2 marks. *Further guidance* *The only acceptable answers are listed above. However, candidates may use their own words.* *The meaning of the whole phrase must be evident e.g.* ***faster*** *communication. The changing nature of the cause must be present.*	**2**

Question	Answer	Marks
1(c)	Indicative content Candidates may identify one of the following: • faster communication • improved transport • more free trade • new technology 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/businesses/organisations affected • the depth of impact e.g. how much difference will be made to how connected/dependent people are globally • the timescale for making a difference • costs • availability of resources • other reasonable response *Further guidance – candidates are most likely to discuss causes from Source 1 as listed above. However, the assessment is focused mainly upon their reasoning/justification and therefore additional causes 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 cause 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 cause may be implicit or unclear at times. **Level 1 (1 mark) Limited response** Limited and/or tangential explanation which may not be linked to cause. **Level 0 (0 marks)** No relevant response or creditworthy material. *Further Guidance* *If the response only identifies a cause without attempted explanation, no marks should be awarded.* *If the response is direct copying from the sources without elaboration then can only reach L1.*	**3**

Question	Answer	Marks
1(d)	Indicative content Candidates are likely to identify the following local consequences of globalisation: • local access to food from other countries • increased number of local jobs / loss of local jobs • more visitors to local area from overseas • improved local schools and hospitals / schools and hospitals overcrowded • people are more respectful • impact of new technology • experience of other cultures • other reasonable response. Candidates are likely to identify the following national consequences of globalisation: • impact on the national economy of countries • governments have more money to spend • increased number of jobs nationally • loss of national culture • loss of jobs nationally • 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. 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. *Further Guidance* *If response considers more than one consequence, only award for one consequence take the most effective discussion.*	**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 • based on some research **Weaknesses:** • few facts and statistics to back up claim • source not referenced • potential newspaper bias • author unknown – difficult to verify knowledge claims • little evidence • mainly assertion 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 clearly appropriate 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 reasoning 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 (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 towards other cultures • data from government or pressure groups on social attitudes • 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; UNESCO • experts in culture/international relations • 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 • experiment • 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. The response is 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 implicitly 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)	Indicative Content Candidates may identify one of the following from Source 4. • globalisation brings many dangers • globalisation does not help us • migration should be stopped • our way of life is best • our way of life must be preserved • globalisation improves our lives • globalisation brings many benefits • they take our jobs/take over our shops • he did not like this change • globalisation will bring greater wealth to many people • the movement of people will bring greater wealth to many people • we will lose our heritage and culture 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)	Indicative Content Candidates may identify one of the following from Source 4. • globalisation will bring greater wealth to many people • the movement of people will bring greater wealth to many people • we will lose our heritage and culture 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(c)	Indicative content Bias is a tendency or prejudice for or against something; an attitude of strong like or dislike; an unbalanced approach not prepared to consider counter-arguments or other points of view. Candidates are likely to identify the following possible reasons for bias from Brigita's background/experience: • Father's loss of job on the farm • Experience of immigration locally from overseas • Immigrants taking over jobs and shops • Loss of heritage and culture • Overcrowding in schools and hospitals Candidates are likely to identify the following evidence of bias from Brigita's statement: • Lack of balance/focus on negative aspects of globalisation • Emotive language • Lack of evidence to support opinion • Focused only on personal/local experience The following levels of response should be used to award marks: **Level 3 (3 marks) Good response** A clear and full explanation of why the statement may be biased supported with evidence from the statement. The response contains two (or more) points, with one (or more) of these developed. **Level 2 (2 marks) Reasonable response** A basic or partial understanding/explanation of why the statement may be biased. The response contains one developed point **or** two undeveloped points. **Level 1 (1 mark) Limited response** A Limited explanation of why the statement may be biased. The response contains one undeveloped point. **Level 0 (0 marks)** No relevant response or creditworthy material.	**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 statements with clear comparison. Refers to material from statements frequently. 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 statements, with comparison. Refers to material from statements. 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** If the response only discusses one of the statements, then limit to L3. Reasonable points about which argument is more convincing. Some evaluation of both or only one statement, with an attempt at comparison. Judgements and evaluative points are partially supported or asserted. Refers to material from statements occasionally. 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 statement considered in any detail, with little or no attempt at comparison. Judgements and evaluative points are partially supported and lack clarity/relevance at times. Material from statements mainly used implicitly. The response contains two (or more) undeveloped points. A basic judgement may be reached.	

Question	Answer	Marks
3(d)	**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 best course of action, i.e. how best to benefit from the opportunities of globalisation. 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 • 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/trade agreements • 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 proposed 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 very well-structured and a clear judgement is reached.	**24**

Question	Answer	Marks
4	**Level 4 (15–19 marks) Good response** Clear, supported reasoning about the proposed 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 I generally well-structured and a judgement is reached. **Level 3 (10–14 marks) Reasonable response** Some supported reasoning about the proposed 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 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 proposed 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) 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.	