Cambridge Assessment International Education

Cambridge IGCSE™

CANDIDATE NAME									
CENTRE NUMBER						CANDIDATE NUMBER				

2698113270

GLOBAL PERSPECTIVES **0457/11**

Paper 1 Written Examination **May/June 2021**

1 hour 15 minutes

You must answer on the question paper.

You will need: Insert (enclosed)

INSTRUCTIONS

- Answer **all** questions.
- Use a black or dark blue pen.
- Write your name, centre number and candidate number in the boxes at the top of the page.
- Write your answer to each question in the space provided.
- Do **not** use an erasable pen or correction fluid.
- Do **not** write on any bar codes.

INFORMATION

- The total mark for this paper is 70.
- The number of marks for each question or part question is shown in brackets [ ].
- The insert contains all the sources referred to in the questions.

This document has **12** pages. Any blank pages are indicated.

© UCLES 2021

Read the information in the insert and answer **all** questions.

1 Study Sources 1 to 3.

(a) Identify how much money is spent by the United States government on testing students, from Source 1.

.....

..... [1]

(b) Identify **two** reasons for testing students, from Source 2.

.....

.....

.....

..... [2]

(c) Which reason for testing students do you think is the most important? Explain why.

.....

.....

.....

.....

.....

..... [3]

(d) Explain why testing in schools is an important personal issue.

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

..... [6]

2 Study Source 3

(a) 'We should stop having tests in schools.'

What are the strengths and weaknesses of the argument supporting this claim?

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

..... [6]

(b) 'Too much testing makes children unhappy at school.'

How could you test this claim? You may consider the types of information, sources of evidence or methods you might use.

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

..... [8]

3 Study Source 4.

(a) Identify **one** value judgement from Olav's statement. Explain why it is a value judgement.

.....

.....

.....

..... [2]

(b) Helen is arguing that testing in school improves learning.

(i) Identify **one** opinion from Helen's statement.

.....

..... [1]

(ii) Explain how well this opinion supports Helen's argument.

.....

.....

.....

..... [2]

(c) Which argument is more convincing, Helen's or Olav's?

Your answer should consider both arguments and you should support your point of view with their words.

You should also consider:

- the strength of their reasoning and evidence
- their use of language
- the different kinds of information used.

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

..... [15]

4 A school wants to improve the achievement of students.

The following actions are being considered:

- provide regular tests to measure progress
- reduce the number of tests so there is more time for learning
- introduce more lessons with active learning of practical skills.

Which **one** of these actions would you recommend to the school, and why?

In your answer, you should:

- state your recommendation
- give reasons and evidence to support your choice
- use the material in the sources and/or any of your own ideas
- consider different arguments and perspectives.

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

© UCLES 2021

[24]

BLANK PAGE

© UCLES 2021

BLANK PAGE

© UCLES 2021

BLANK PAGE

Permission to reproduce items where third-party owned material protected by copyright is included has been sought and cleared where possible. Every reasonable effort has been made by the publisher (UCLES) to trace copyright holders, but if any items requiring clearance have unwittingly been included, the publisher will be pleased to make amends at the earliest possible opportunity.

To avoid the issue of disclosure of answer-related information to candidates, all copyright acknowledgements are reproduced online in the Cambridge Assessment International Education Copyright Acknowledgements Booklet. This is produced for each series of examinations and is freely available to download at www.cambridgeinternational.org after the live examination series.

Cambridge Assessment International Education is part of the Cambridge Assessment Group. Cambridge Assessment is the brand name of the University of Cambridge Local Examinations Syndicate (UCLES), which itself is a department of the University of Cambridge.

© UCLES 2021