CAMBRIDGE
International Education

Cambridge IGCSE™

GLOBAL PERSPECTIVES **0457/11**

Paper 1 Written Examination **May/June 2024**

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 2024 series for most Cambridge IGCSE, Cambridge International A and AS Level and Cambridge Pre-U 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 descriptions 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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Social Science-Specific Marking Principles (for point-based marking)

1 Components using point-based marking:

- Point marking is often used to reward knowledge, understanding and application of skills. We give credit where the candidate's answer shows relevant knowledge, understanding and application of skills in answering the question. We do not give credit where the answer shows confusion.

From this it follows that we:

a DO credit answers which are worded differently from the mark scheme if they clearly convey the same meaning (unless the mark scheme requires a specific term)

b DO credit alternative answers/examples which are not written in the mark scheme if they are correct

c DO credit answers where candidates give more than one correct answer in one prompt/numbered/scaffolded space where extended writing is required rather than list-type answers. For example, questions that require *n* reasons (e.g. State two reasons …).

d DO NOT credit answers simply for using a 'key term' unless that is all that is required. (Check for evidence it is understood and not used wrongly.)

e DO NOT credit answers which are obviously self-contradicting or trying to cover all possibilities

f DO NOT give further credit for what is effectively repetition of a correct point already credited unless the language itself is being tested. This applies equally to 'mirror statements' (i.e. polluted/not polluted).

g DO NOT require spellings to be correct, unless this is part of the test. However spellings of syllabus terms must allow for clear and unambiguous separation from other syllabus terms with which they may be confused (e.g. Corrasion/Corrosion).

2 Presentation of mark scheme:

- Slashes (/) or the word 'or' separate alternative ways of making the same point.
- Semi colons (;) bullet points (•) or figures in brackets (1) separate different points.
- Content in the answer column in brackets is for examiner information/context to clarify the marking but is not required to earn the mark (except Accounting syllabuses where they indicate negative numbers).

3 Calculation questions:

- The mark scheme will show the steps in the most likely correct method(s), the mark for each step, the correct answer(s) and the mark for each answer.
- If working/explanation is considered essential for full credit, this will be indicated in the question paper and in the mark scheme. In all other instances, the correct answer to a calculation should be given full credit, even if no supporting working is shown.
- Where the candidate uses a valid method which is not covered by the mark scheme, award equivalent marks for reaching equivalent stages.
- Where an answer makes use of a candidate's own incorrect figure from previous working, the 'own figure rule' applies: full marks will be given if a correct and complete method is used. Further guidance will be included in the mark scheme where necessary and any exceptions to this general principle will be noted.

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4 Annotation:

- For point marking, ticks can be used to indicate correct answers and crosses can be used to indicate wrong answers. There is no direct relationship between ticks and marks. Ticks have no defined meaning for levels of response marking.
- For levels of response marking, the level awarded should be annotated on the script.
- Other annotations will be used by examiners as agreed during standardisation, and the meaning will be understood by all examiners who marked that paper.

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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 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.

Candidates are expected to use the material in the sources to answer the questions. They may also use other material from their own experience, but this is not necessary. The examination test skills not knowledge.

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Annotations

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. Annotation should be within the candidate's text or the right-hand margin of the response as it appears in the marking screen.

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
J	Justification
	Omission mark, more required
I	Interpretation
Vertical wavy line	Irrelevant
	Highlighter
REP	Repetition
	Comment Box
NAQ	Not answered question
SEEN	Confirms page or response seen by examiner

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Developed and Undeveloped Points
Please use the following guidance on developed and undeveloped points:
A developed point is one which is explained, or supported with evidence, usually drawn from the sources or the candidate's experience. For example:

Example 1

1(a) Undeveloped point - A strength of AA's argument is the use of evidence from the World Bank
1(b) Developed point - A strength of AA's argument is the use of evidence from the World Bank which comes from a credible source and is likely to be accurate and can be trusted.
1(c) Undeveloped point - A weakness of the argument is the use of personal testimony from experience.
1(d) Developed point - A weakness of the argument is the use of personal testimony from experience. This experience may not apply to many other people and could be biased. It is not strong evidence.

Example 2

2(a) Undeveloped point – promoting lifestyle changes is not a good idea because it takes too long
2(b) Developed point - promoting lifestyle changes is not a good idea; it takes too long because some people may ignore the advice given by governments and not bother to change their behaviour because they have other priorities.
2(c) Developed point – encouraging governments to work together is the best solution as governments can share ideas and resources. This is supported in Source 4 when AA says that cooperation between countries will prevent human suffering and reduce conflict.

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Question	Answer	Marks
1(a)	**According to Source 1, what is the trend in women working in paid employment?** **Main Annotations** ✓ ✗ ^ Candidates should identify the following answer: • Rising; going up; increasing; or similar 1 mark should be awarded for identifying the above. *Further guidance – the only acceptable answer is listed above. However, candidates may use their own words.*	**1**
1(b)	**From Source 2, identify <u>two</u> reasons for gender inequality at work.** **Main Annotations** ✓ ✗ ^ Candidates should identify the following reasons from Source 2: • women spend much more time than men caring for children and the family • many cultures encourage differences in gender roles within the family • men have more senior positions in the workplace and control recruitment • women do not have access to the same educational opportunities as men • pregnancy and childbirth affect women's health and availability for work • childcare provision in the community is limited and expensive • few laws to promote and protect women's rights at work 1 mark should be awarded for each correct answer up to a maximum of two marks. *Further guidance – the only acceptable answers are listed above. However, candidates may use their own words.*	**2**

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Question	Answer	Marks
1(c)	**Which reason for gender inequality at work do you think is the most significant? Explain why.** **Main Annotations**  Indicative content Candidates may identify one of the following reasons: • Women spend much more time than men caring for children and family • Many cultures encourage differences in gender roles within the family • Men have more senior positions in the workplace and control recruitment • Women do not have access to the same educational opportunities as men • Pregnancy and childbirth affect women's health and availability for work • Childcare provision in the community is limited and expensive • Few laws to promote and protect women's rights at work Candidates may give the following reasons, any of which could be used, to justify their choice: • Has greatest impact. • Affects most people. • Ethically or morally most significant. • Has multiple positive consequences. • Creates a virtuous circle. • Affects other aspects of life in society. • Reflects public opinion. • Reflects worker or employer opinion • Reflects government opinion. • Other reasonable response. *Further guidance – candidates are most likely to discuss benefits from the source as listed above. However, the assessment is focused mainly upon their reasoning / justification and therefore alternative benefits 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. **Level 2 (2 marks) Reasonable response** Some explanation. The link between the explanation and a reason may be implicit/ unclear at times. **Level 1 (1 mark) Limited response** A reason is identified. There may be some limited explanation, but not necessary to enter this level. **Level 0 (0 marks)** No relevant response or creditworthy material.	**3**

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Question	Answer	Marks
1(d)	**Explain why gender inequality at work is a significant issue for employers.** **Main Annotations**  Indicative content Candidates are likely to identify the following issues drawing upon the information in Sources 1 to 3: • Inequality is not right and morally incorrect • Reduces profitability • Reduces efficiency • Prevents women from getting work • Reduces access to skilled workers for employers • Enables businesses to find more customers • Provides new business opportunities • Reduces women's work opportunities • Other reasonable response The following levels of response should be used to award marks: **Level 3 (5–6 marks) Good response** • Clearly reasoned, credible explanation; clearly linked to the issue. • The employer/employee dimension is consistently explicit. **Level 2 (3–4 marks) Reasonable response** • Some reasoned explanation: with some link to the issue but may be implicit at times. • The employer/employee dimension is implicit at times. **Level 1 (1–2 marks) Limited response** • Limited reasoning and explanation. Arguments are partial, generalised and lack clarity. Answers at this level may copy/repeat source material without interpretation or understanding. • The employer/employee dimension is implicit or not present. **Level 0 (0 marks)** • No relevant response or creditworthy material.	**6**

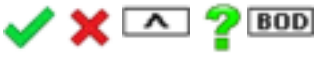
Question	Answer	Marks
2(a)	**'We need more women in management.'** **What are the strengths and weaknesses of the argument supporting this claim?** **Main Annotations**  Indicative content Candidates are likely to discuss the following evaluative points relating to Source 3: **Strengths:** • Many examples. • Clear. • Logical. • Relevant. • Uses some evidence – statistical • Refers to research • Passionate • Clear and reasonable tone • Other reasonable response. **Weaknesses:** • Some assertion. • Some appeal to emotion. • Little factual/statistical evidence. • Potential government bias/editing. • Doesn't acknowledge counterarguments • Little citation • Other reasonable response. The following levels of response should be used to award marks: **Level 3 (5–6 marks) Good response** Clearly explained and credible evaluation. Evaluation is clearly focused on the evidence and/or reasons, the strengths and weaknesses are explained. There is usually some clear reference to the evidence and/or reasons in the source e.g. quotation/summary. Usually, two (or more) developed/explained/supported points, with some other undeveloped points; or a wide range (usually four or more) of undeveloped points.	**6**

Question	Answer	Marks
2(a)	**Level 2 (3–4 marks) Reasonable response** Some strengths and/or weaknesses of the reasons/evidence are identified or described briefly but not usually explained; there may be some lack of clarity and the answer may be difficult to follow at times. Usually, the response contains one (or more) developed/explained/supported point(s), with some other undeveloped points. Some (usually two or more) undeveloped points may be sufficient to reach this level. **Level 1 (1–2 marks) Limited response** Limited evaluation of the reasons/evidence which is unsupported and asserted. The response is unclear, tangential, or generalised. Usually contains one or two undeveloped points. Answers at this level may repeat source material with little understanding. **Level 0 (0 marks)** No relevant response or creditworthy material.	

Question	Answer	Marks
2(b)	**Women leaders are often better than men at encouraging teamwork.'** **How could you test this claim?** **You should consider the types of information, sources of evidence and methods you might use.** **Main Annotations**  Indicative content Candidates are likely to discuss the following ways to test the claim stated in Source 3. **Possible types of information:** • Statistics/information on pay for men and women • Data from research and social surveys. • Individual testimony or personal experience. • Material from government/organisations/businesses that promote/support equal opportunities • Other relevant response. **Possible sources of information:** • National and local governments and their departments. • International organisations, e.g. United Nations; UNESCO; ILO; World Bank • Employers and employees • Trade unions and pressure groups • Experts in employment and gender • Research reports. • Media and the internet. • Other relevant response. **Possible methods:** • Review of secondary sources/literature/research/documents. • Interview relevant experts • Interview people. • 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 and credible explanation of a range of ways to test the claim. The response usually contains three (or more) developed/explained/supported points and may contain some undeveloped points. The response is explicitly related to testing the claim.	**8**

Question	Answer	Marks
2(b)	**Level 3 (5–6 marks) Good response** Reasoned and mainly credible explanation of ways to test the claim. The response usually contains two (or more) developed/explained/supported points and may contain some undeveloped points. The response is related to testing the claim at times. **Level 2 (3–4 marks) Reasonable response** Some reasoning and explanation of ways to test the claim. The response usually contains one (or more) developed/explained/supported 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 usually contains one or two simple, undeveloped, and asserted points. There is little or no relevance to testing the claim and 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 and are simply a list of research methods/sources/types of information should not score higher than Level 2.*	

Question	Answer	Marks
3(a)	**Identify <u>one</u> prediction from Mia's statement. Explain why it is a prediction.** **Main Annotations**  Indicative Content A prediction is a statement suggesting something is likely to happen in the future. Candidates may identify one of the following predictions from Mia's statement: • More women will want a career. • Women will not achieve the same pay as men until 2069. • Other reasonable response. Award 1 mark for correctly identifying a prediction from the list above. However, candidates may use their own words. Award 1 mark for a response that demonstrates a clear understanding of a prediction. *Further guidance – the only acceptable answers are listed above. However, candidates may use their own words.*	**2**
3(b)(i)	**Identify <u>one</u> fact from Koa's statement.** **Main Annotations**  Indicative Content A fact is a statement that is true, correct, accurate or can be proven/verified. Candidates may identify one of the following examples of a fact: • women control 85% of all consumer purchases, about $20 trillion? • The skills of motherhood involve leadership and management • Women can support each other through mentoring and coaching. • Women can give each other advice and guidance on how to solve problems at work. • Women in senior positions can use their influence to get more women promoted. • A feminist says, 'There is no limit to what we, as women, can accomplish.' • Other reasonable response. 1 mark should be awarded for identifying one of the above. Further guidance – note that the only acceptable answers are listed above. However, candidates may use their own words.	**1**

Question	Answer	Marks
3(b)(ii)	**Explain how well this fact supports Koa's argument.** **Main Annotations**  Indicative Content Examples of the points that could be made when explaining how well facts supports the argument: • Very good support as the fact is based on evidence that gives confidence to the reader about the claim. • Some support as the fact is relevant to the argument but the argument is not based on very much factual evidence. It is not enough. • Limited support as the fact is asserted with little evidence. Use the following criteria to award a maximum of two marks. Award 1 mark for an attempt to say how well the fact supports the argument e.*g. 'It supports the argument quite well.' or 'It gives some support.' Or 'it supports poorly because …' or 'it reduces the credibility'.* Award 1 mark for making a link to the argument e.g. *'because it provides some evidence for Luna's argument about new technology.' or ' … the fact gets the attention of the reader on workers.'* *Further guidance – **Q3bi** must be answered correctly to be awarded marks for this question. It is expected that responses will be very brief and not developed, usually one or two sentences.*	**2**

Question	Answer	Marks
3(c)	**Which argument is more convincing, Mia's or Koa'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 types of information used.** **Main Annotations**  **J** Indicative content 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 **Use of language:** • tone – emotive, exaggerated, precise • 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** • local interest • economic • personal values • experience	**15**

Question	Answer	Marks
3(c)	**Possible consequences of the ideas presented** **Acceptability of their values to others** • how likely other people are to agree with their perspective/view The following levels of response should be used to award marks: **Level 5 (13–15 marks) Very good response** Wide range of clear, credible, and well explained points about which argument is more convincing. Coherent, structured evaluation of both arguments with clear comparison. The response usually contains three (or more) developed evaluative points and may include some undeveloped points. Material from the sources is used as evidence to support the evaluation; frequent reference to the evidence and/or arguments in the source throughout the response e.g. quotation/summary of ideas. A well supported judgement is clearly reached. **Level 4 (10–12 marks) Good response** A range of clear, explained points about which argument is more convincing. Evaluation of both arguments, with some comparison. The response usually 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. Material from the sources is used as evidence to support the evaluation; some reference to the evidence and/or arguments in the source e.g. quotation/summary of ideas. A supported judgment is reached. **Level 3 (7–9 marks) Reasonable response** Some strengths and/or weaknesses of the arguments are identified or described but mainly not explained. Evaluative points are partially supported or simply described/asserted. Some discussion of both arguments, with an attempt at comparison, **or** an evaluation of only one argument. The response usually contains 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. Material from the sources may be used occasionally to support the evaluation. The response may lack some clarity and be difficult to follow at times. A judgement is reached.	

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Question	Answer	Marks
3(c)	**Level 2 (4–6) Basic response** A few points about which argument is more convincing. There may be only one argument considered in any detail, with little attempt at comparison. Evaluative points are asserted or descriptive but not explained and lack clarity and/or relevance at times. The response usually contains two (or more) undeveloped points. A judgement may be reached. **Level 1 (1–3 marks) Limited response** Limited unexplained 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. *Further Guidance* *Responses that discuss only one argument may achieve Level 3 but no higher.*	

Question	Answer	Marks
4	**A government wants to increase gender equality in employment.** **The following actions are being considered:** • **Introducing laws to protect the rights of women workers.** • **Providing free childcare for women in employment.** • **Offering training for women in leadership and management.** **Which <u>one</u> of these suggestions would you recommend to the government 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** **Main Annotations J**  Indicative content Candidates are expected to make a judgement about the statement 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/interpretation. 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. • Speed of impact. • Ethical or moral issues. • Reference to different consequences and implications for individuals/different age groups/government. • The influence of individuals and groups on other people. • The role of vested interests and power differences. • Potential conflicts of interest. • Difficulties in planning and coordinating improvements. • Cost and resource issues. • Other reasonable response. The following levels of response should be used to award marks:	**24**

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Question	Answer	Marks
4	**Level 5 (20–24 marks) Very good response** Clear, well supported reasoning about the recommended course of action. Different arguments and perspectives are clearly considered. The response usually contains a wide range of clearly explained reasons 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 reasoning about the recommended course of action. Different arguments and perspectives are considered. The response usually contains a range of explained reasons and/or evidence to support the views expressed, with three (or more) developed points, and 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. The response is structured, and a judgement is reached. **Level 3 (10–14 marks) Reasonable response** Some supported reasoning about the recommended course of action. Different arguments and perspectives are included. The response usually contains some reasons and/or evidence to support the views expressed, with some explanation, usually with two (or more) developed points, and some undeveloped points. A range (four or more) of undeveloped but appropriate points may be sufficient to enter this band at the lower level. The response has some structure but is 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 recommended course of action. Different arguments are included; perspectives, if present, are implied. The response usually contains a few reasons and/or evidence, mainly asserted with little explanation. The response usually has one (or more) developed point(s) or a few (three or more) undeveloped points. The response lack's 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. Usually, one or two undeveloped points. Different arguments may be included. **Level 0 (0 marks)** No relevant response or creditworthy material.	

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