CAMBRIDGE
International Education

Cambridge IGCSE™

GLOBAL PERSPECTIVES **0457/02**

Paper 2 Individual Report **May/June 2025**

MARK SCHEME

Maximum Mark: 60

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 2025 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 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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Annotations guidance for centres

Examiners use a system of annotations as a shorthand for communicating their marking decisions to one another. Examiners are trained during the standardisation process on how and when to use annotations. The purpose of annotations is to inform the standardisation and monitoring processes and guide the supervising examiners when they are checking the work of examiners within their team. The meaning of annotations and how they are used is specific to each component and is understood by all examiners who mark the component.

We publish annotations in our mark schemes to help centres understand the annotations they may see on copies of scripts. Note that there may not be a direct correlation between the number of annotations on a script and the mark awarded. Similarly, the use of an annotation may not be an indication of the quality of the response.

The annotations listed below were available to examiners marking this component in this series.

Annotations

Annotation	Meaning
SEEN	Material receives no credit.
REP	Repetition of point (perspective, cause, action, evaluation)
GEN	General perspective on the issue (not Global or National/Local)
Q	Answer to the research question
L1 L2 L3 L4 L5	Indication of level reached in referencing.
EXP	Explanation of point
DEV	Development of point
EVAL	Evaluation
RE	Reflection
I	Issue
C	Cause
CON	Consequence
A	(course of) Action
N	National Perspective
L	Local Perspective
P	Personal Perspective
G	Global Perspective
info	Relevant information

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Assessment objectives

AO1 Research, analysis and evaluation
- design, carry out and evaluate research into current global issues, their causes and consequences and possible course(s) of action
- use evidence to support claims, arguments and perspectives
- identify and analyse issues, arguments and perspectives
- analyse and evaluate the evidence and reasoning used to support claims, arguments and perspectives
- analyse and evaluate sources and/or processes to support research, arguments and perspectives
- develop a line of reasoning to support an argument, a perspective or course(s) of action.

AO2 Reflection
- consider different perspectives objectively and with empathy
- justify personal perspective(s) using evidence and reasoning
- consider how research, engagement with different perspectives and working as part of a team have influenced personal learning.

AO3 Communication and collaboration
- select and present relevant arguments, evidence and perspectives clearly and with structure
- present research and include citations and references
- contribute to the Team Project (assessed in Component 3 only).

Instructions for examiners

The total mark for this paper is 60.

The marks for this paper are awarded as follows:
- AO1 Research, analysis and evaluation: up to 40 marks
- AO2 Reflection: up to 5 marks
- AO3 Communication and collaboration: up to 15 marks

[Please note: Collaboration is not assessed in Component 2. 'Contribute to the Team Project' (AO3) is assessed in Component 3.]

Information:

- Each candidate submits one piece of work: an Individual Report. Each is marked using the appropriate marking tables.
- The Individual Report must be between 1500 and 2000 words. Examiners will not credit material after the 2000-word limit.
- The marking criteria are each presented within five different levels.

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Table A

Analysis of a global issue (AO1)		
Level	**Description**	**Marks**
5	Analyses a global issue, establishing the global nature of the issue and presenting relevant supporting information and explanation.	**5**
4	Analyses a global issue, presenting some relevant information and some explanation.	**4**
3	Presents some relevant information about a global issue, providing a limited explanation.	**3**
2	Presents relevant information about the topic. May identify an issue.	**2**
1	Presents some information that may be relevant to the topic.	**1**
0	No creditable content.	**0**

Table B

Analyses causes and consequences of a global issue (AO1)		
Level	**Description**	**Marks**
5	Analyses a global issue, explaining causes and consequences in depth.	**5**
4	Analyses a global issue, explaining causes and consequences in depth sometimes.	**4**
3	Analyses a global issue, explaining a cause and a consequence.	**3**
2	Describes a cause or a consequence of an issue.	**2**
1	Identifies a cause and/or a consequence of an issue.	**1**
0	No creditable content.	**0**

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Table C

Analyses different perspectives on a global issue (AO1)		
Level	**Description**	**Marks**
5	Presents and explains one global **and** one national/local perspective on the selected global issue, supporting both with relevant information.	**9–10**
4	Presents and explains one global **or** one national/local perspective, **and** one other perspective, on the selected global issue, supporting both with some relevant information.	**7–8**
3	Presents and explains one perspective on the selected global issue. Presents some supporting information which is mostly relevant.	**5–6**
2	Describes different perspectives with little or no supporting information.	**3–4**
1	Identifies one or more perspectives with no supporting information.	**1–2**
0	No creditable content.	**0**

Table D

Analyses and evaluates possible courses of action (AO1)		
Level	**Description**	**Marks**
5	Presents two possible relevant courses of action, giving appropriate detail of implementation and evaluates in detail their practicality and possible impact. Selects a preferred option and justifies that selection with reference to their analysis of the issue.	**9–10**
4	Presents two possible relevant courses of action giving some detail of implementation and evaluating their possible impact. Selects a preferred option, with some reference to their analysis of the issue.	**7–8**
3	Presents one possible course of action, giving some detail of implementation and outlining its possible impact.	**5–6**
2	Identifies one or more possible solutions with limited detail.	**3–4**
1	Identifies one or more possible solutions; provides no detail.	**1–2**
0	No creditable content.	**0**

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Table E

Evaluation of evidence and sources (AO1)		
Level	**Description**	**Marks**
5	Makes four appropriate and developed points of evaluation of evidence presented **and** sources used, explaining their impact on the research and the argument.	**9–10**
4	Makes three appropriate and developed points of evaluation of evidence presented **and** sources used, explaining their impact on the research or the argument.	**7–8**
3	Makes two appropriate and developed points of evaluation of evidence presented **and/or** sources used.	**5–6**
2	Makes two or more basic evaluative comment/s about evidence **and/or** sources.	**3–4**
1	Makes one basic evaluative comment about evidence **and/or** a source.	**1–2**
0	No creditable content.	**0**

Table F

Reflection (AO2)		
Level	**Description**	**Marks**
5	Answers the question, reflecting on how their own perspective has been impacted by research, learning **and** others' perspectives.	**5**
4	Answers the question, reflecting on how their own perspective has been impacted by research, **or** learning, **or** others' perspectives.	**4**
3	Answers the question with some reference to research findings **or** learning but little reflection **and** presents their own perspective.	**3**
2	Answers the question with some reference to research findings **or** learning with no evidence of reflection **or** presents their own perspective.	**2**
1	Answers the question with no reflection.	**1**
0	No creditable content.	**0**

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Table G

Structure and clarity (AO3)		
Level	**Description**	**Marks**
5	The report is well-structured, clear and easy to follow and cohesive.	**9–10**
4	The report is well-structured, clear and easy to follow.	**7–8**
3	The report is structured, generally clear and mostly easy to follow.	**5–6**
2	The report has some structure but is sometimes unclear and difficult to follow.	**3–4**
1	The report is generally difficult to follow and unclear.	**1–2**
0	No creditable content.	**0**

Table H

Referencing (AO3)		
Level	**Description**	**Marks**
5	Citation and referencing are complete. A consistent method is used. The links between citation and references are clear.	**5**
4	Citation and referencing are mostly complete. A consistent method is used. The links between citation and references are mostly clear.	**4**
3	There is some missing citation and/or referencing. Some variation in method is used and some links between citation and references are unclear.	**3**
2	Citation and referencing are attempted but much is missing. The links between citation and references are unclear.	**2**
1	Little citation or referencing is used.	**1**
0	No creditable content.	**0**

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