Cambridge Assessment International Education
Cambridge International General Certificate of Secondary Education

GLOBAL PERSPECTIVES **0457/12**

Paper 1 Written Examination **October/November 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.

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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 trend from Source 1: • Increasing/rising/going up 1 mark should be awarded for the identification of the above. *Further guidance – the only acceptable answers are listed above. However, candidates may use their own words.*	**1**
1(b)	Candidates may identify the following disadvantages from source 2: • more time taken to collect fuel • spoils the local environment • burning it might be dangerous • increases air pollution 1 mark should be awarded for each correctly identified disadvantage up to maximum of 2 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)	Indicative content Candidates may identify one of the following disadvantages of using basic energy sources: • more time taken to collect fuel • spoils the local environment • burning it might be dangerous • increases air pollution Candidates may give the following reasons, any of which could be used, to justify their choice: • possible further impacts on health or the environment • degree of impact locally/globally • degree of impact on individuals • number of people likely to be affected • other reasonable response *Further guidance – candidates are most likely to discuss disadvantages from Source 2 as listed above. However, the assessment is focused mainly upon their reasoning / justification and therefore additional disadvantages 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 disadvantage with one developed point or two relevant but undeveloped points. **Level 2 (2 marks) Reasonable response** Some explanation with one (or more) undeveloped points. The link between the explanation and the disadvantage may be implicit / unclear at times. **Level 1 (1 mark) Limited response** Identifies a disadvantage with limited explanation not linked to the disadvantage explicitly or simply identifies a disadvantage without explanation. **Level 0 (0 marks)** No relevant response or creditworthy material.	**3**

Question	Answer	Marks
1(d)	Indicative content Candidates are likely to identify the following local consequences of providing clean modern energy to people who do not have access to it: • increased supply of local jobs • local forests may need to be cleared • damage incurred in preparing new roads and buildings in the local area • less time spent by people collecting basic fuels • less local pollution caused by burning basic fuels • other reasonable response Candidates are likely to identify the following global consequences of providing clean modern energy to people who do not have access to it: • increase in worldwide energy use • increased use of fossil fuels • deforestation • 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 global. **Level 2 (2 marks) Reasonable response** A basic or partial explanation of the consequence generally related to the context – local or global. **Level 1 (1 mark) Limited response** An identification of a consequence with limited or no explanation related to the context – local or global. **Level 0 (0 marks)** No relevant response or creditworthy material. *Copying directly from the source without further amendment/addition should be awarded L0 – 0 marks.*	**6**

Question	Answer	Marks
2(a)	Indicative content Candidates are likely to discuss the following evaluative points relating to Source 3. **Strengths:** • states the case at the beginning • some factual evidence e.g. '15 per cent of people in town walk to work' • different types of evidence used: personal, research • the evidence is generally relevant • the evidence is used forcefully in the argument • positive and enthusiastic • other reasonable response **Weaknesses:** • research is only partially cited • level of expertise of author is not clear • method of research is not clear • too much reliance on opinion • biased evidence for self interest • no date on the evidence cited • other reasonable response 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 evidence, its strengths and/or weaknesses and the way it is used to support the claim. A convincing overall assessment or conclusion is reached. **Level 2 (3–4 marks) Reasonable response** Reasonable evaluation mainly focused on the 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. An overall assessment or conclusion is attempted. **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. An overall assessment or conclusion is weak or not attempted. **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 how many people walk to work compared to other methods of getting to work • data from local people and industries • interview or questionnaire from local people • material from organisations locally or globally • individual testimony or personal experience • other relevant response. **Possible sources of information:** • national and local governments and their departments • experts in transport • 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 • 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. A wide range of undeveloped points linked to the claim may enter this level of response. The response is generally related to testing the claim at times.	**8**

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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: • wind turbines will only produce 40 per cent of the energy we need • my family work there • they used to have to collect wood • the local power station has given us 24 hour electricity • wind turbines will not pollute the air (like power stations) • parents only had electricity for a few hours each evening • we have a better standard of living (with electrical appliances) 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: • I do not want to have wind turbines in our area • Our coal fired power station works well • I think we should keep the power station near my village • I think that wind turbines are an excellent idea • Turbines will be good for future generations • I think they (turbines) look impressive • I think that it is important to keep warm in the very cold winter • Kahina's grandfather likes turbines 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: • Adisa does not want wind turbines to be built in the area because it may mean her family will lose their jobs at the power station. • Adisa's family work at the power station and therefore have a personal awareness of issues concerning the power station that might affect them. • The managers of the power station claim that it does not cause much air pollution but their jobs and reputations depend on the success of the power station. Award 1 mark for correctly identifying an example of vested interest. Award an additional 1 mark for a response that demonstrates some understanding of vested interest. Award an additional 2 marks for a clear understanding of vested interest. *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 **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 **Likely 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** 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.	**15**

Question	Answer	Marks
3(d)	**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 one or both arguments, usually with an attempt at comparison. Judgements and evaluative points are partially supported or sometimes 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, asserted 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 make a judgement about the best course of action to persuade local people to accept wind turbines in the area, using reasons and evidence to justify their choice. Candidates may 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 building wind turbines in the area • reference to different consequences and implications for individuals/groups/government • how long it might take to make a difference to the energy supplies • change of local opinion • 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. **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 is 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 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.	

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