Cambridge Assessment International Education

Cambridge IGCSE™

CANDIDATE NAME									
CENTRE NUMBER						CANDIDATE NUMBER				

2353957894

GLOBAL PERSPECTIVES **0457/12**

Paper 1 Written Examination **October/November 2020**

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. Blank pages are indicated.

DC (PQ) 183209/2
© UCLES 2020

[Turn over

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

1 Study Sources 1 to 3.

(a) What percentage of China's population use a bicycle, according to Source 1?

.....

..... [1]

(b) Identify **two** benefits of travelling by bicycle, from Source 2.

.....

.....

.....

..... [2]

(c) Which benefit of travelling by bicycle do you think is most important? Explain why.

.....

.....

.....

.....

.....

..... [3]

(d) Explain **one** local and **one** national consequence of people using bicycles.

Local consequence: .....

.....

.....

.....

.....

.....

National consequence: .....

.....

.....

.....

.....

.....

[6]

2 Study Source 3.

(a) 'Bicycles are a problem in my town.'

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

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

..... [6]

(b) 'Over half of bicycle users do not wear helmets.'

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

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

..... [8]

3 Study Source 4.

(a) Identify **one** fact from Chiku's statement.

.....

..... [1]

(b) Identify **one** prediction from Aisha's statement.

.....

..... [1]

(c) Identify **one** value judgement from Source 4. Explain why it is a value judgement.

.....

.....

.....

.....

.....

..... [3]

(d) Which argument is more convincing, Chiku's or Aisha's?

You 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.

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

..... [15]

4 A government wants to reduce the number of people driving cars in a large city.

The following actions are being considered:

- improve public transport, such as buses and trains
- promote the use of bicycles instead of cars
- introduce a tax for driving cars in the city.

Which **one** of these actions would you recommend, 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 2020

[24]

BLANK PAGE

BLANK PAGE

© UCLES 2020

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 2020