Cambridge Assessment International Education

# Cambridge IGCSE™

**GLOBAL PERSPECTIVES** **0457/02**

Paper 2 Individual Report **October/November 2022**

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 October/November 2022 series for most Cambridge IGCSE™, Cambridge International A and AS Level components and some Cambridge O Level components.



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**[Turn over**

## 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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## 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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**Marking instructions**

AO1 Research, analysis and evaluation – 40
AO2 Reflection – 5
AO3 Communication and collaboration – 15

[Please note: because Collaboration is not assessed in Component 2, AO3 is hereafter presented as Communication, not Communication and collaboration.]

Information:

- Each candidate submits one piece of work: an Individual Report. Each is marked using the appropriate marking grids.
- The Individual Report must be between 1500 and 2000 words. Examiners will not credit material after the 2000-word limit. The Individual Report is marked out of 60 and assesses the candidate's ability to research, analyse and evaluate (AO1), to reflect (AO2) and to communicate (AO3).
- The marking criteria are each presented within five different levels.

**General principles**

- Examiners will use the full mark range and look for the 'best fit', not a 'perfect fit', taking a holistic approach. Thus, compensation between higher and lower achievement for different aspects is acceptable.
- If the response is as good as might reasonably be expected from an IGCSE Level candidate who has studied this syllabus then it should be rewarded appropriately.
- Adopt a positive approach: award marks based on what the candidate can do, rather than deducting marks for errors. Accept any recognisable spelling of names and terms.

The Examiner must select the set of descriptors provided in the marking grid that most closely describes the quality of the work being marked. As the Examiner works through the marking levels, s/he will eventually arrive at a set of descriptors that best fits the candidate's performance. When s/he reaches this point, the Examiner should always then check the descriptors in the level above to confirm whether or not there is just enough evidence to award a mark in the higher level.

To select the most appropriate mark within each set of descriptors, Examiners should use the following guidance:

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 |

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**Table A: Level descriptors for Component 2 Individual Report – AO1 Research, analysis and evaluation (40 marks)**

**The candidate's Individual Report must be based on one of the topics specified in the syllabus for Component 2 Individual Report.**

| Level | Descriptors | Marks |
|---|---|---|
| 5 | *The candidate:*<br>• Formulates a focused global question that can be answered from consideration of the perspectives (local and/or national and global), and different viewpoints within these.<br><br>*In answering the question, the candidate:*<br>• Researches and analyses a balanced range of relevant information from different perspectives.<br>• Analyses in depth the causes and consequences of relevant issues and makes pertinent, well thought-out and successful comparisons.<br>• Proposes well-developed and relevant course(s) of action, drawing clear and fully supported conclusions.<br>• Evaluates sources of information, making three or more appropriate and developed points of evaluation. | **33–40** |
| 4 | *The candidate:*<br>• Formulates a focused global question that can be answered from consideration of the perspectives (local and/or national and global), and different viewpoints within these.<br><br>*In answering the question, the candidate:*<br>• Researches and analyses an appropriate range of relevant information from different perspectives.<br>• Analyses in some depth the causes and consequences of relevant issues and makes appropriate and well thought-out comparisons.<br>• Proposes developed and relevant course(s) of action, drawing clear and supported conclusions.<br>• Evaluates sources of information, making two appropriate and developed points of evaluation. | **25–32** |
| 3 | *The candidate:*<br>• Formulates a global question that can be answered from consideration of the perspectives (local and/or national and global), and different viewpoints within these.<br><br>*In answering the question, the candidate:*<br>• Researches and analyses a range of information from different perspectives.<br>• Analyses the causes and consequences of relevant issues and makes appropriate comparisons although these are not always well thought-out.<br>• Proposes relevant but not always developed course(s) of action, drawing conclusions which are appropriate but some of which may not be adequately supported.<br>• Evaluates at least one source of information, making one appropriate and developed point of evaluation. | **17–24** |

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| Level | Descriptors | Marks |
|---|---|---|
| 2 | *The candidate:*<br>• Formulates a global question that can be answered from consideration of at least one perspective.<br><br>*In answering the question, the candidate:*<br>• Researches and analyses information from different perspectives.<br>• Analyses some of the causes and/or consequences of relevant issues and sometimes makes appropriate comparisons, one or two of which are well thought-out.<br>• Proposes relevant course(s) of action, with some attempt at drawing conclusions some of which are appropriate.<br>• Evaluates at least one source of information, making one or more basic point(s) of evaluation. | **9–16** |
| 1 | *The candidate:*<br>• Formulates a global question.<br><br>*In answering the question, the candidate:*<br>• Presents some relevant information.<br>• Identifies some relevant causes and/or consequences of issues.<br>• Proposes course(s) of action but these may be irrelevant or limited.<br>• Attempts to evaluate sources of information but this is limited. | **1–8** |
| 0 | • A mark of zero should be awarded for no creditable content. | **0** |

**Table B: Level descriptors for Component 2 Individual Report – AO2 Reflection (5 marks)**

**The candidate's Individual Report must be based on one of the topics specified in the syllabus for Component 2 Individual Report.**

| Level | Descriptors | Marks |
|---|---|---|
| 5 | • Justifies personal perspective(s) using full evidence and reasoning. | **5** |
| 4 | • Justifies personal perspective(s) using some evidence and reasoning. | **4** |
| 3 | • Justifies personal perspective(s) using some evidence or reasoning. | **3** |
| 2 | • Some justification of personal perspective(s) using some evidence or reasoning. | **2** |
| 1 | • Limited justification of personal perspective(s). | **1** |
| 0 | • A mark of zero should be awarded for no creditable content. | **0** |

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**Table C: Level descriptors for Component 2 Individual Report – AO3 Communication (15 marks)**

**The candidate's Individual Report must be based on one of the topics specified in the syllabus for Component 2 Individual Report.**

| Level | Descriptors | Marks |
|---|---|---|
| 5 | • The report is very well-structured, cohesive and comprehensive.<br>• Relevant arguments, evidence and perspectives are presented clearly and effectively.<br>• Citation and referencing of sources are in a consistent format and complete. | **13–15** |
| 4 | • The report is well-structured and comprehensive.<br>• Relevant arguments, evidence and perspectives are presented clearly.<br>• Citation and referencing of sources are in a consistent format and mostly complete. | **10–12** |
| 3 | • The report is generally well-structured and comprehensive.<br>• Relevant arguments, evidence and perspectives are generally presented clearly.<br>• Citation and referencing of sources are mostly in a consistent format and mostly complete. | **7–9** |
| 2 | • The report is structured but at times difficult to follow.<br>• Relevant arguments, evidence and perspectives are sometimes presented clearly.<br>• Citation and referencing of sources is attempted but incomplete. | **4–6** |
| 1 | • The report lacks structure and is difficult to follow.<br>• Arguments, evidence and perspectives are presented but lack clarity.<br>• Little or no citation and/or referencing of sources. | **1–3** |
| 0 | • A mark of zero should be awarded for no creditable content. | **0** |

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